

WGS 201: Introduction to Economics: Gender Perspectives

Course Credit: 4

Learning Objectives

Students will be acquainted with:

- An understanding of the basic concepts of economics, both at micro and macro level;
- An introductory overview of development theories;
- A critical analysis of mainstream economics from gender perspectives;
- An ability to analyze women's involvement in the production processes in the context of Bangladesh.

Course Description

This course is designed to introduce students to the basic concepts of economics, both microeconomics and macroeconomics, to present an overview of development theories and then to endow them with the idea of women's participation in the economy of Bangladesh.

The microeconomic section(s) focuses on the economic principles that are behind the determination of demand, supply, production etc. and on how equilibrium is reached in different markets. The macroeconomic focus provides students with an understanding of how national income, consumption, savings and investments are determined and how macroeconomic policies such as fiscal, monetary and trade policies are related to the development of the country. The last part of the course presents a lucid idea about women's involvement in the production process in various economic sectors of Bangladesh.

Course Outline

PART-1 MICROECONOMICS

Section 1: Basic Tools and Consumer Behaviour Analysis

This section provides an introductory view of economics: microeconomics and macroeconomics, scarcity and efficiency - the twin themes of economics, Production Possibility Frontier (PPF) and the meaning of economic growth; the basic elements of supply and demand: demand and supply curves, movement and shift of demand and supply curves, market equilibrium, different types of elasticities of demand and supply; and the theory of consumer behaviour: choice and utility, consumer equilibrium under the law of equimarginal principle, the indifference curve analysis, consumer surplus.

This section also offers an introductory overview of different development theories. Furthermore, mainstream economics will be analyzed critically from a gender perspective.

Required Readings:

1. Samuelson, P. A. and Nordhaus, W. D. (1989). *Economics*. Boston: McGraw-Hill/Irwin.
2. Lipsey, R.G.(1963). *An introduction to positive economics*. London: Weidenfeld and Nicolson.

Recommended Readings:

1. Baumol, W.J. and Blinder, A.S. (2005). *Economics: Principles and policy*. USA: Thomson South-Western.
2. Kabeer, N. (1994). *Reversed realities: Gender hierarchies in development thought*. New York: Verso.
3. Agarwal, B. (Ed.) *Collected Works: A K Sen*

Section 2: Theory of the Firm

The section discusses the topic of production: production function, factors of production, short and long run, the law of diminishing returns, returns to scale, total, average and marginal product. It will also reflect on cost and profit: Different types of costs including opportunity costs, application of the idea of opportunity cost to determining women's wages, accounting and economic profit, profit maximising conditions.

Along with the above, detail of market structure i.e. assumptions of a competitive market, short and long run equilibrium in competitive market, price and output determination under monopolistic competitive market will be analysed and discussed.

Required Readings:

1. Samuelson, P.A & Nordhaus, W.D. (1989). *Economics*. Boston: McGraw-Hill/ Irwin.
2. Koutsoyiannis, A. (1979). *Modern microeconomics*. London: McMillan.

Recommended Readings:

1. Ahuja, H.L. (2007). *Advanced Economic Theory: Microeconomic Analysis*. New Delhi: S. Chand.

Section 3: Labour market and income distribution

The section will discuss various issues related to labour market and poverty and income distribution. Topics include: Theories of labour market (dual market theory, segregated labour markets etc), occupational segregation, demand and supply of labour, wage determination of women labours in labour market, initial ideas about poverty and income distribution, globalization and its impact on women's income, gender difference and poverty status.

Required Readings:

1. Samuelson, P.A & Nordhaus, W.D. (1989). *Economics*. Boston: McGraw-Hill/ Irwin.
2. Dewett, K.K. & Chand, A. (1984). *Modern economic theory*. New Delhi: Shyam Lal Charitable Trust.

Recommended Readings:

1. Hyman, D. (1996). *Economics*. Scarborough, Canada: Irwin Professional.

PART-2 MACROECONOMICS

Section 4: Basic tools, national income and consumption

The section will focus on issues related to macroeconomics, national income determination, consumption, saving and investment. Topics include: Preliminary ideas about inflation, unemployment, GDP, GNP, NNP, business cycle, budget deficit and international deficit, National Income (NI) determination methods, undervaluation of women's activities in NI, nominal and real NI, NI deflator and inflation, consumption and saving function, idea of APC, MPC, APS and MPS, factors impacting on MPC, investment - autonomous and induced.

Required Readings:

1. Sachs, J.D. & Larraín, B.F. (1993). *Macroeconomics in the global economy*. New York: Prentice-Hall.
2. Dornbusch, R. & Fischer, S. (1984). *Macroeconomics*. New York: McGraw-Hill.

Recommended Readings:

1. Parkin, M. (1992). *Modern Macroeconomics*. London: Prentice Hall.

Section 5: Money and government policies

Definition and functions of money, fiscal and monetary policies, objectives of these policies will be discussed in this session.

Required Readings:

1. Sachs, J.D. & Larraín, B.F. (1993). *Macroeconomics in the global economy*. New York: Prentice-Hall.

- Hall, R. E. & Taylor, J. B. (1991). *Macro economics: Economic Growth, Fluctuations and Policy*. New York: W. W. Norton.

Recommended Readings:

- Dewett, K.K. & Chand, A. (1984). *Modern economic theory*. New Delhi: Shyam Lal Charitable Trust.

Section 6: International economics

Law of absolute and comparative advantage theory, arguments for and against free trade and protectionism will be discussed.

Required Readings:

- Parkin, M. (1992). *Modern Macroeconomics*. London: Prentice Hall.
- Dewett, K.K. & Chand, A. (1984). *Modern economic theory*. New Delhi: Shyam Lal Charitable Trust.

Recommended Readings:

- Samuelson, P.A & Nordhaus, W.D. (1989). *Economics*. Boston: McGraw-Hill/ Irwin.

PART-3 WOMENS' PARTICIPATION IN PRODUCTION

Section 7: Women's role in different sectors

Women's involvement in agriculture, women's access to land, involvement in livestock, poultry and fisheries, status of female involvement in industry, employment of women in educational institutions and public offices, trend in the participation rate, policy suggestions will be discussed and analysed in this section.

Required Readings:

- Safilios-Rothschild, C. & Mahmud, S. (1989). *Women's role in agriculture, present trend and potential for growth*. New York: UNDP and UNIFEM.

2. Ahmad, A. (1991). *Women and fertility in Bangladesh*. New Delhi: Sage.

Recommended Readings:

1. World Bank.(1990). *Bangladesh. Strategies for enhancing the role of women in economic development. A World Bank Country Study*. Washington, DC: World Bank.

Section 8: Women in production and wage structure

This section will focus on the size and trend of female participation in wage employment, the characteristics of female wage workers, determination of wage rate for female workers, division of labour by sex, prospect of expanding employment opportunity for female, impact of micro credit on women's income and productivity.

Required Readings:

1. Rahman, R. I. (1986). *The wage employment market for rural women in Bangladesh*. Dhaka: BIDS, Research Monograph 6.
2. Ahmad, A. (1991). *Women and fertility in Bangladesh*. New Delhi: Sage.

Recommended Readings:

1. Mizan, A. N. (1994). *In quest of empowerment*. Dhaka: University Press.

WGS 202: Gender and International Relations

Course Credit: 4

Learning Objectives:

Students will be acquainted with:

- A critical understanding of the concepts, the terminologies and the basic issues of International Relations as an academic discipline;
- The ability to analyse the absence of gendered perspective and realize the patriarchal basis of theories and practice in international relations;
- Critical analytical tools for understanding and addressing some of the crucial gender issues for contemporary thinking and practice of international relations and gain insights into how gender may be incorporated to develop a more comprehensive holistic approach in issues, such as the role of the state and global institutions, conflicts over identities and political representation.

Course Description

This course traces the development of international relations as an academic discipline and examines the patriarchal basis of its theories and concepts. The course also highlights the dominance of men as primary actors in the field of international relations, emphasizes the need for incorporating gendered perspectives in concepts, approaches and theories and focus on women's role in peace keeping and peace building.

Course Outline

Section 1: Concepts and Elements of International Relations

Central to this section is the definition, state, nature and scope of the subject. The section will also focus on the rationality and relevance of including gender in International Relations, the patriarchal basis of concepts like power, state, and security. Emphasis will also be given towards understanding the sources of gender bias in the basic theories and concept of the subject.

Required Readings:

1. Grant, R. and Newland, K. (Ed.) (1991). *Gender and international relations*. Buckingham: Open University.
2. Steans, J. (1998). *Gender and international relations: An introduction*. Rutgers University Press.

Recommended Readings:

1. Tickner, A. (1992). *Gender in international relations: Feminist perspectives on achieving global security*. New York: Columbia University.

Section 2: Theorizing Gender: Feminism, Theories of Feminism

The section will give an overview of the concepts of feminism, its evolution and its different theoretical interpretations from a feminist critique to alternative understanding.

Required Readings:

1. Barret, M. and Philips, A. (1992). *Destabilizing theory: Contemporary feminist debates*. USA: Stanford University.
2. Guhathakurta, M. (Ed.) (1998). *Contemporary feminist perspectives*. Dhaka: University Press Limited.

Recommended Readings:

1. Charles, N. (2000). *Feminism, the state and social policy*. London: Macmillan.

Section 3: Gendered perspectives of Security and Militarism

The section will focus on gendered military and gendered war, women as victims of war and their role in peace making and conflict management.

Required Readings:

1. Skyelsbaek, I. and Smith, D. (2001). *Gender peace and conflict*. Oslo: PRIO.

Recommended Readings:

1. Ahmed, I. (Ed.) (2005). *Women, Bangladesh and international security*. Dhaka: University Press Limited.

Section 4: Women in Foreign Policy, Decision Making and Diplomacy

This section analyses why women are absent from the actual process of foreign policy decision making and policy formulation and the reason for women's marginal role in this traditional area of male domination.

Required Readings:

2. Skyelsbaek, I. and Smith, D. (2001). *Gender peace and conflict*. Oslo: PRIO.

Recommended Readings

2. Ahmed, I. (Ed.)(2005). *Women, Bangladesh and international security*. Dhaka: University Press Limited.

Section 5: State, Citizenship and Nationalism

This section discusses issues related to gendered versions of citizenship, locating women in the nationalist discourse and women as citizens of the world.

Required Readings:

1. Yuval-Davis, N. (1997). *Gender and nation*. New York: Sage.
2. Moghadam, V. M. (Ed.). (1994). *Gender and national identity: Women and politics in Muslim societies*. London:Zed Books Ltd.

Recommended Readings:

1. Randal, V. and Waylen, G. (Ed.) (1998). *Gender, politics and the state*. New York: Routledge.

Section 6: Women and the Power Structure

The section focuses its discussion on power: national power, the polarity of power, women and national politics, local politics, participation and the role in the power structure

Required Readings:

1. Jahan, R. (1995). *The elusive agenda: Mainstreaming women in development*. Dhaka: University Press Limited.
2. Charles, N. (2000). *Feminism, the state and social policy*. London: Macmillan.
3. Guhathakurta, M. (et. al.) (1997). *Nari protinidhitto O rajniti*. [in Bangla] Dhaka: CSS.

Recommended Readings:

1. Hamilton, R. (1968). *The liberation of women: A study of patriarchy and capitalism*. USA: University of Chicago.

Section 7: Empowerment of Women

International institutions of empowerment of women, related conventions and conferences i.e. CEDAW, the Beijing Declaration and the Platform for Action will be discussed in the section. Topics also include deliberating on the outcomes and chartering future courses.

Required Readings:

1. Hamilton, R. (1968). *The liberation of women: A study of patriarchy & capitalism*. USA: University of Chicago.
2. Hasan, Z. (Ed.) (1994). *Forging identities, gender communities and the state*. New Delhi: Kali for Women.

Recommended Readings:

1. Boserup, E. (1970). *Women's role in economic development*. New York: St. Martin's Press.

WGS 203: Social Science Research Methodology 1

Course Credits: 4

Introduction to the Course

This is an introductory course in research methodology. It covers basic concepts in social research along with qualitative and quantitative methodologies and presents a brief overview of the implementation process. In addition, the course focuses on the ethical issues in social research. The aim of this course is to provide students with an extensive understanding of basic concepts and principles of social science research as well as introductory ideas on research design and the methods of data collection, which will be discussed at length afterwards at the higher level.

Specific Learning Objectives

Students will:

- Understand the foundations and basic concepts, the principles and the techniques of social science research methodology;
- Gain a methodological understanding of various social researches i.e. quantitative and qualitative methodologies;
- Get a brief overview of different methods of data collection in social science research (experiments, survey research, observation etc.);
- Apply his/her acquired knowledge to study systematically various social and gender issues.

Instructional Strategies

This course will be taught in the forms of lectures with white board & multimedia presentations, field investigation, home assignments and group presentation by the students. The students are required to follow class lectures and the listed reading materials to deepen their understanding.

Course Contents

Section 1: Introduction and Basic Concepts of Social Research

The section includes the following topics:

- **The Foundations of Social Research:** The nature of human inquiry, a historical overview of social research (the early years; forerunners of modern social research; the nineteenth century: the rise of positivism; the twentieth century: research pluralism); the state of contemporary research.
- **Basic Concepts in Social Research:** Ontology; epistemology; research method; research methodology; reflexivity; objectivity; paradigm; ideographic and nomothetic explanation; inductive and deductive theory; qualitative and quantitative data; pure and applied research.

Number of Classes: 6 classes

References

Required Readings:

1. Sarantakos, S. (2005). *Social Research*(3rded.). New York: Palgrave Macmillan.
2. Bryman, A. (2016). *Social Research Methods*. UK: Oxford University Press.

Recommended Readings:

1. Khanum, R.A. (2015). Emergence of Feminist Methodology: Philosophical Perspective. *Empowerment*,22, 1-8.
2. Babbie, E. (2004). *The practice of social research*. California: Thomson Wordsworth.

Section2:Varieties of Social Research

This section includes the following topics:

Quantitative methodology: Theoretical background of quantitative research (realism; empiricism; positivism), central criteria of quantitative research; critique of quantitative methodology

Qualitative methodology: Theoretical foundation of qualitative methodology (constructivism and interpretivism); central criteria of qualitative research; critique of qualitative methodology

Mixed-methods approach: Integrating qualitative and quantitative methodology: the rationales; criticisms

Number of Classes: 5 classes

References

Required Readings:

1. Sarantakos, S. (2005). *Social Research* (3rd ed.). New York: Palgrave Macmillan.
2. Bryman, A. (2016). *Social Research Methods*. UK: Oxford University Press.

Recommended Readings:

1. Babbie, E. (2004). *The practice of social research*. California: Thomson Wordsworth.
2. Creswell, J.W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: Sage.
3. Metso, M., & Le Feuvre, N. (2006). *Quantitative methods for analysing gender, ethnicity and migration*. Toulouse: Université de Toulouse–Le Mirail. (Available online, search in <https://scholar.google.com.au/>)

Section3: Principles &Essentials of Social Research

This section includes the following topics:

- Measurement (nature of measurement, levels of measurements, variables); scales and indexes
- Validity and reliability in qualitative and quantitative research
- Objectivity, representativeness and generalizability
- Sampling: principles of sampling; types of sampling
- Hypothesis: types of hypothesis; function of hypothesis
- Ethical issues in social research

Number of Classes: 5 classes

References

Required Readings:

1. Sarantakos, S. (2005). *Social Research* (3rd ed.). New York: Palgrave Macmillan.
2. Bryman, A. (2016). *Social Research Methods*. UK: Oxford University Press.

Recommended Readings:

1. Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: Sage.
2. Babbie, E. (2004). *The practice of social research*. California: Thomson Wordsworth.

Section4: Brief Overview of Research Methods(Methods of Data Collection)

This section provides a brief overview of different methods of data collection. The topics include: Experiments; questionnaire survey; interview; FGD; observation. Other methods will be taught afterwards at the higher level.

Number of Classes: 5 classes

References

Required Readings:

1. Sarantakos, S. (2005). *Social Research* (3rded.). New York: Palgrave Macmillan.
2. Bryman, A. (2016). *Social Research Methods*. UK: Oxford University Press.
3. Sobha, I.,& Reddy, M.S.N. (2009). *Research Methodology in Women's Studies*. Delhi: Anmol Publications.

Recommended Readings:

1. Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: Sage.

Section 5: Research Designs

This section includes the following topics:

- Choosing research topic
- Formulation of research questions/hypothesis
- Steps in quantitative research design (topic and methodology; methodological construction of the topic; sampling; data collection; data processing; reporting)
- Fixed qualitative research design; flexible qualitative research design.

Number of Classes: 3 classes

References

Required Readings:

1. Sarantakos, S. (2005). *Social Research* (3rd ed.). New York: Palgrave Macmillan.
2. Bryman, A. (2016). *Social Research Methods*. UK: Oxford University Press.

Recommended Readings:

1. Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: Sage.

WGS 204: The Women's Movement in Bangladesh

Course Credit: 4

Learning Objectives

Students will be acquainted with:

- A thorough knowledge of the historical perspective of the women's movement in Bangladesh — its origin, development and diversity;
- A critical understanding of the women's movement in different periods and its linkage with the current women's rights movement in Bangladesh;
- The ability to review the nature of the women's movement in contemporary Bangladesh, the major issues and the leadership: success and crisis;
- The ability to review and analyse the interconnections between state power and the women's movement;
- The knowledge to evaluate the implications of state policy on the women's rights movement.

Course Description

The course sets a basic foundation for understanding the history of the women's movement in this region, from the colonial period to the pre-liberation and the post liberation to the sovereign Bangladesh. It will also discuss shifts within the women's movement: the social reform movement, the struggle for political rights, equality and empowerment. The current framework of the women's struggle and its major concerns and issues will be discussed with special emphasis on the issue of leadership. The course also evaluates the interconnection between state power and the women's movement, the responses of state power and the implications of state policy on the women's movement. It will also point out the linkages between women and gender studies and women's rights activism in Bangladesh.

Course Outline:

Section 1: Introduction to the Women's Movement

The section reviews the origin of the women's movement in this region in its social and political context.

Required Readings:

1. Southard, B. (1996). *The women's movement and colonial politics in Bengal 1921—1936*. Dhaka: University Press Limited.
2. Asthana, P. (1974). *Women's movement in India*. Delhi: Vikas Publishing House.

Recommended Readings:

1. Amin, S. N. (1996). *The world of Muslim women in colonial Bengal 1876—1939*. New York: Brill Publications.
2. Hossain, S. and Masuduzzaman (Eds.) (2003). *Narir khamatayan: Rajniti o andolon*. [in Bangla] Dhaka: Mowla Brothers.

Section 2: Women's Struggles in Different Periods of History

The section traces women's struggles through pre-colonial, colonial and post-colonial periods and analyse its shift in nature, dimension, strategy and issues from social reform to political struggle and women's rights.

Required Readings:

1. Southard, B. (1996). *The women's movement and colonial politics in Bengal 1921—1936*. Dhaka: University Press Limited.
2. Murshed, G. (1983). *Reluctant debutante: The response of Bengali women to modernization, 1849—1949*. Rajshahi, Bangladesh: Sahitya Samsad.
3. Islam, M. (1979). Women's organization and programs for women. In: Women for Women. *Situation of women in Bangladesh*. Dhaka: Women for Women.
4. Jahan, R. (1995). Men in seclusion, women in public: Rokeya's dream and women's struggles in Bangladesh. In A. Basu (Ed.), *The challenge of local feminisms*. Oxford: Westview.

5. Chaudhuri, M. (1992). *Indian women's movement: Reform and revival*. Strosius Inc / Advent Books Division.

Recommended Readings:

1. Begum, S. S. (1963). *From purdah to parliament*. London: Cresset Publisher, Ikramullah.

Section 3: Women's Movement in Bangladesh: Nature, Issues and Leadership

The section discusses the current status of the women's movement in Bangladesh and analyses the shift in its nature, issues, strategies and leadership over the decades in the context of the paradigm change from women's development to women's empowerment. The sessions will also include Focus Group Discussions and visits to women's organizations.

Required Readings:

1. Jahan, R. (1991). Women's movement in Bangladesh: Concerns and challenges. In *Alternative: Women's Vision and Movements*. Dhaka.
2. Ahmed, R. (1985). Women's movement in Bangladesh and the left's understanding of women's question. *Journal of Social Studies* 30.

Recommended Readings:

1. White, S. C. 1992. *Arguing with the crocodile: Gender and class in Bangladesh*. London: Zed Books.

Section 4: Interconnections between the Women's Movement and State Power

The section covers state responses to the women's movement and the interaction between the state and women's rights activism: cooperation, collaboration, resistance, reversion and dilution.

Required Readings:

1. Kabeer, N. (1989). The quest for national identity: Women, Islam, and the state of Bangladesh. *IDS Bulletin* (October 1989).

Recommended Readings:

1. Ministry of Women and Children Affairs. (2004). *National policy for women's development 1997-2004*. Dhaka: Ministry of Women and Children Affairs, Government of Bangladesh.

Section 5: Women and Gender Studies: Linkage with Women's Rights Activism

This section focuses on the interconnections between women studies and the women's movement. It will examine the linkages and networking between academia and activists and the impact of these interconnections in the context of Bangladesh. Focus Group Discussions with selected women's rights activists and academia will be arranged.

Required Readings:

1. Islam, M. (1994). *Whither women studies in Bangladesh*. Dhaka: Women for Women.

Recommended Readings:

1. Islam, M. (2005). Trends in women's studies in Bangladesh. *Journal of Asian Women's Studies* 14 (12).

Section 6: Women's Lives and Movement: Gains and Challenges Ahead

The section focuses on the contemporary issues of the women's movement in Bangladesh, the gains achieved and the challenges lying ahead.

Required Readings:

1. Khan, S., Huq, J. and Islam, M. (Eds). (2005). *The advancement of women in Bangladesh: Gaps and challenges; Bangladesh NGO report Beijing + 10*. Dhaka: NGO Coalition on Beijing Process (NCBP).

2. OXFAM and PRIP TRUST. (2007). *Synoptic reflections on gender and women's empowerment issues of the international conventions and declaration, national policies and poverty reduction strategy paper of Bangladesh*. Dhaka: PRIP TRUST.

Recommended Readings:

1. Institute of Social Studies Trust. (2007). *Progress of Women in South Asia 2007*. New Delhi, India: ISST.

WGS 205: Gender and History

Course credit: 4

Learning Objectives:

Students will be acquainted with:

- The meaning and significance of women's history – its inception in academic texts and new methodologies of the discipline;
- The rationale behind feminist historiography;
- An illustration of the basic tenets of women's history through examples of female historical figures, in the East and West and tracing the course of key social and political movements from the 19th century onwards.

Course Description

The course consists of two separate but closely related sections. The introductory part exposes students to the underpinnings of women's history i.e. exclusion from history, rediscovering women in history and as co-creators of history, and thereby aims at cultivating the students' capability for analytical and critical thinking. The concluding section will deepen the students' understanding of the concepts learned by discussing biographies of female figures in history and women's role in selected social and political movements.

Course Outline

PART I: Introduction to Women's History: Concepts and Rationale

Section 1: Meaning and Significance of Women's History

This section introduces students to the meaning and significance of women's/gender history. The rationale behind feminist historiography is to make the invisible half visible again and establish the role of women as co-creators of society. Re-reading the past where knowledge of women's role as actors and writers of history has been obliterated is understood as a part of women's emancipation.

Required Readings:

1. Beddoe, D. (1998). *Doing women's history*. London: Rivers Orem Press.
2. Rowbotham, S. (1977). *Hidden from history: 300 Years of women's oppression and the fight against it*. London: Pluto Press.

Recommended readings:

1. Lerner, G. (1986). *The Creation of patriarchy*. London: Oxford University.

Section 2: Approaches/Theories and Methodology

This section introduces students to the basic approaches/theories pertaining to women's history (or gender history). New methodologies of the discipline which incorporates existing social science methods will be discussed together with the sources of women's history—pictorial sources, remnants, official documents, literatures, newspaper, women's narratives, women's autobiography, oral narratives, family history of and by women.

Required Readings:

1. Beddoe, D. (1998). *Doing women's history*. London: Rivers Orem Press.
2. Rowbotham, S. (1977). *Hidden from history: 300 years of women's oppression and the fight against it*. London: Pluto Press.

Recommended Readings:

1. Lerner, G. (1986). *The creation of patriarchy*. London: Oxford University.

PART II: Women who Made History: Background and Selected Personalities

Section 3: Women: Rediscovering and Reclaiming History

This section will focus on rediscovering and reclaiming women in history and their role in creating and shaping society. Topics include: women as food gatherers in primitive societies, the Neolithic revolution and women, the emergence of property and private ownership and the impact on women, women in the feudal society, the renaissance and women.

Required Readings:

1. Sangari, K. and Vaid, S. (Eds) (1989). *Recasting women: Essays in colonial history*. New Delhi: Kali for Women.
2. Scott, J. W. (1996). *Feminism and history*. London: Oxford University.
3. Guhathakutra, M. (Eds.). (1997). *Contemporary feminist perspectives*. Dhaka: University Press Limited.
4. Islam, M. 2004. *Nari: Itihase upekkhita*. [in Bangla] Dhaka: Mowla Brothers.

Recommended Readings:

1. Mukta, P. (1998). *Upholding the common life: The community of Mirabai*. Delhi: Oxford University Press.
2. Stearns, P. N. (2000). *Gender in world history*. New York: Routledge.

Section 4: The Lives and History of Women: Selected Personalities

This section highlights the lives and careers of women in different periods of social and historical development – from the ancient, medieval, and modern to colonial times. The focus will be on biographical sketches of female figures in history and their contributions to society. These figures may be drawn from the following list (with room for variation or changes):

- Ancient period: Draupadi (ancient India), Hypatia (ancient Alexandria), Tapasi Rabeya (ancient Syria/Iraq).

- Medieval period: Joan of Arc (Medieval France), Razia Sultan, Noor Jahan, (medieval India), Queen Elizabeth I (Renaissance England), Meera Bai (medieval India),
- Colonial and Modern South Asia/ Bengal: Rani Swarnomoyee (modern/colonial India), Nawab Faizunnesa Chaudhurani, Pandita Ramabai (modern India), Sarojini Naidu (modern/colonial India), Preetilata Wadeddar (modern Bengal), Sufia Kamal.
- The Modern Period outside South Asia: Florence Nightingale, Sylvia and Christabel Pankhurst, Millicent Garret Fawcett, Rosa Luxemburg, Clara Zetkin, Alexandra Kolontai, The sisters Doria Shafi (modern West Asia), Kartini (Indonesia).

Required Readings:

1. Thapar, R. (2002). *Sakuntala: Texts, readings, histories*. London: Anthem Press.
2. Bose, B. (1974). *Mahabharater katha*. Kolkata: MC Sarkar & Sons.
3. Chowdhury, S. I. *Dhrupadi sahitye nari*. [in Bangla]
4. Kumarm, R. (2004). *The History of Doing*. New Delhi: Sage.
5. Moniruzzaman, M. *Nawab Faizunnesa Chaudharani* [in Bangla]
6. Begum, M. (1989). *Banglar nari andolon*. [in Bangla] Dhaka: University Press Limited.

Recommended Readings:

1. Stearns, P. N. (2000). *Gender in world history*. New York: Routledge.

WGS 206: Women, Society and Culture: Theory & Practice

Course Credit: 4

Learning Objectives

Students will be acquainted with:

- A critical, feminist understanding of family, education and religion in relation to women's position in society and culture;
- Theoretical readings and lived experience to understand the interconnections and relevance of these three factors;
- Applied knowledge as a starting point for small-scale research and development of oral, writing, analytical and practical skills through case studies, presentations, group discussions, film review, relevant policy evaluation on the above themes.

Course Description

The course discusses the concepts of culture and society and their interconnections. Students will gain analytical, feminist understanding of different approaches in defining and assessing the three main institutions of the society: family, education and religion and how women's position is constituted in relation to these factors. Emphasis will be given to everyday life-experiences of women, particularly in the context of Bangladesh. This course will address contemporary issues broadly from sociological and anthropological perspectives and the students will learn to apply their knowledge in the context of policy analysis and implementation.

This course will serve as a preliminary research-based course focusing on contextual exercises, small-scale research and practical analysis.

Course Outline

Section 1: Family

This section looks into the primary organisation of the society i.e. family: the meaning, definition and scope of family and its feminist critique. It will critically analyze women's life cycle: growing up as a girl, idealized motherhood, the mother-daughter relationship, family ideals and the debate around public-private dichotomy. It will also deal briefly with

violence against women, particularly with domestic violence. Students will be required to conduct small-scale research on domestic violence, using oral history, case studies etc.

Required Readings:

1. Giddens, A. (2001). *Sociology*. 4th Edition. USA: Polity Press.
2. Kottak, C. P. (2000). *Anthropology: Exploration of human diversity*. USA, Michigan: McGraw-Hill.
3. Abbott, P. and Wallace, C. (1997). *An introduction to sociology: Feminist perspectives*. 2nd Edition. USA: Routledge.
4. de Beauvoir, S. (1949). *The second sex*. London: Vintage Classics.

Recommended Readings:

1. Kirk, G. and Okazawa, M. (2001). *Women's lives: Multicultural perspectives*. 2nd Edition. USA: Mayfield Publishing.
2. Kimmel, S. M. (Ed.). (2000). *The gendered society reader*. New York: Oxford University Press.
3. Kotolova, J. (1993). *Belonging to others: Cultural construction of womanhood among Muslims in a village in Bangladesh*. Sweden: Almqvist & Wiksell International.
4. Barrett, M. (1980). Women's oppression and the family. In *Women's oppression today: Problems in Marxist feminist analysis*. London: Verso Publications.

Section 2: Education

Education is perceived as a critical tool for women's empowerment. This section will elaborate on women's position in relation to education in different phases of their lives with reference to historical perspectives (looking at both the Western and Eastern contexts). Discussing the creation of knowledge and alternative perspectives on education, the students will be introduced to the idea of feminist epistemology.

Students will critically analyze the situation of women and education in the current scenario of Bangladesh and discuss attitudes towards girls' education, opportunities and hindrances, spaces in educational institutions e.g. access to science vs. arts, technical skills, higher education, playgrounds, analysis of primary, tertiary level text books etc. as well as the curriculum and education policy of Bangladesh.

Required Readings:

1. Abbott, P. & Wallace, C. (1997). *An introduction to sociology: Feminist perspectives*. 2nd Edition. USA: Routledge.
2. Rege, S. (Ed.). (2003). *Sociology of gender: The challenge of feminist sociological knowledge*. New Delhi: Sage Publication.
3. Amin, S. N. (1996). *The world of Muslim women in colonial Bengal: 1876 to 1939..* New York: J. Brill.
4. Education Commission Reports of GOB.

Recommended Readings:

1. Collins, P. (2000). *Black feminist thought: Knowledge, consciousness and the politics of empowerment, perspectives on gender*. (Vol I). New York: Routledge.

Section 3: Religion

This section will look into the origins and development of religion from anthropological and sociological perspectives. Religion will be discussed as a primary social institution and 'cultural universal'. The section emphasises religion in the context of the everyday lives of women, how women are positioned in relation to religion and its various interpretations and how they negotiate their own terms. Issues of representation of women, their access, exclusion, and control in the major religions of the world will be highlighted. The section includes case studies, primary data collection and presentation, film reviews and analysis.

Required Readings:

1. Harris, M. (1971). *Culture, people and nature: An introduction to general anthropology*. USA: Thomas Y Crowell.
2. Kottak, C. P. (2000). *Anthropology: Exploration of human diversity*. USA, Michigan: McGraw-Hill.
3. Giddens, A. (2001). *Sociology*. 4th Edition. USA: Polity Press.
4. Sharma, A. (Ed). (1994). *Today's woman in world religions*. New York: State University of New York Press.

5. Islam, M. (1974). *Society and religion*. [in Bangla]. Dhaka: Bangla Academy.

Recommended Readings:

1. Excerpts from the *Ramayana, the Mahabharata, The Bible, The Qur'an*
2. Mohsin, A. W. (1992). *Qur'an and woman*. Malaysia: Penerbit Fajar Bakti Sdn. Bhd.
3. Mernissi, F. (2003). *Beyond the veil: Male-female dynamics in Muslim society*. Revised Edition. London: Al Saqi Books.

Additional Reading List

For Session 1: Family

1. Gittins, Diana (ed.) (1992), *What is the family? Is it universal?* In: Macdowell, L and Rosemary Pringle. *Defining Women: Social Institution and Gender Divisions*. UK: Polity and Open University
2. Smelser, Neil, (1993). *Sociology*. New Delhi: Prentice Hall, India.
3. Richardson, Diana, (1993). *Women, motherhood and childbearing*. USA: MacMillan.
4. Hallway, Wendy and Brid Featherstone (eds), (1994). *Mothering and ambivalence*. New York: Routledge.
5. Chodorow, Nancy, (1978). *The Reproduction of mothering: Psychoanalysis of sociology of gender*. Berkeley: University of California Press.

For Session 3: Religion

1. Karim, N.A.K. (ed), (1984). *Geography and god (in Bangla) in Nazmul Karim Memorial Lectures*. Dhaka: Department of Sociology, University of Dhaka.
2. de Waal Malefijt, A. (1968). *Religion and the culture: An introduction to anthropology of religion*. New York: McMillan.
3. Hawley, John. S and Donna M. Wulf. (eds), (1998). *Devi: Goddesses of India*. Delhi: Motilala Banarasidas Pub.

4. Sharma, Arvind (2002). *Women in Indian religions*. India: Oxford University Press.
5. Ahmed, Leila, (1992). *Woman and gender in Islam*. UK: Yale University.
6. Hussain, Freda. (ed). (1984). *Muslim women*. London: Cromwell Publications.

WGS 207: Women and Human Rights

Course Credit: 4

Learning Objectives

Students will be acquainted with:

- **The nature and scope of law as an independent field of study with particular reference to international human rights law;**
- **The salient features of the Constitution of Bangladesh and the issue of fundamental rights;**
- **Basic human rights documents as well as those with particular reference to the human rights of women. The reflection of these in the policies, laws and standards of Bangladesh.**

Course Description

The course introduces students to basic ideas about the law. This includes the meaning, nature, utility, and sources of international human rights law. It analyses several basic international and regional human rights documents from the gender perspective. Special emphasis will be given to the issue of equality and non-discrimination within international law, inconsistencies within international standards and difficulties in implementation.

Course Outline

Section 1: Introduction to the Law and International Human Rights Laws

This section is divided into the following major areas:

- a. **Introduction to the Law:** The concepts of rights, fundamental rights and international human rights: the nature, scope and sources of law, features of the legal system of Bangladesh. The Constitution of Bangladesh and the fundamental principles of state policy and fundamental rights from a gender perspective.

b. Introductory Ideas about International Human Rights Law:

- i. The nature, definition, characteristics and sources of human rights law. The United Nations systems and modern human rights regime, the Commission on Human Rights, the Commission on the Status of Women.
- ii. The International Bill of Rights and the rights of women: the Universal Declaration of Human Rights, and the International Covenant on Civil and Political Rights, the International Covenant on Economic, Social and Cultural Rights. Analysis of the rights contained.

Required Readings:

1. Patwary, Prof. A B M Mafizul Islam. *Legal system of Bangladesh*.
2. Hoque, E. K. (2003). *Administration of justice in Bangladesh*. Dhaka: Asiatic Society of Bangladesh.
3. Haque, E. M. (2004). *The preamble of the Constitution of the Peoples Republic of Bangladesh: An analysis from legal perspective*. Part F, *Journal of the Faculty of Law, University of Dhaka* 16
4. Wallace, R. (1997). *International human rights: Text and materials*. Sweet & Maxwell

Recommended Readings:

1. Haque, E. M. (2004). *The preamble of the Constitution of the Peoples Republic of Bangladesh: An analysis from legal perspective*. Part F, *Journal of the Faculty of Law, University of Dhaka* 16
2. Steiner, H. J., Alston, P. and Goodman, R. (2008). *International human rights in context*. USA: Oxford University Press.
3. Vasek, karel. *Human rights*.
4. Alston, P. (Ed.). (1992). *The United Nations and human rights: A critical appraisal*. Oxford: Oxford University Press.
5. United Nations. *The United Nations and the advancement of women: 1945-1996*. The United Nations Blue Books Series. Vol. VI. Revised Edition. New York: Department of Public Information.

Section 2: Human Rights, international scenario: Bangladesh perspective

The section is divided into the following major areas:

- a. Equality and Non-discrimination: Equality and non-discrimination within international law, inconsistencies within international standards and difficulties in implementation.
- b. The Rights of Women: The rights of women and the human rights regime, combating gender based discrimination and the international human rights movement; the role of the United Nations; the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW): Analysis of the substantive provisions' reservations and the attempts to find consensus on the provisions of the conventions (CEDAW), CEDAW optional protocol, CEDAW and Bangladesh; ILP Conventions regarding the rights of women workers; major international human rights documents relating to women including conventions regarding violence against women.
- c.
- d. Enforcement of International Law and Human Rights: Intergovernmental enforcement of human rights norms: the UN system; the role of non-governmental organizations; treaty organs; regional arrangements; states as protectors and enforcers of human rights.
- e. Compliance and Non-compliance: Assessing the issue of women's rights as human rights and the success of different human rights regimes in protecting women's rights; examination of compliance and non-compliance of different human rights laws and to evaluate the legal system of Bangladesh in the light of different human rights laws; debate and open discussion to clarify any issue or idea that has been covered by this course. Relevant case studies will be discussed on different human rights issues, i.e. labour rights and some relevant studies on labour rights, child rights etc.

Required Readings:

1. Constitutions, Electoral Laws and other legal instruments relating to political rights of women. Report of the Secretary-General. E. 69. iv. 2.
2. Barry, K. (1981). Female sexual slavery: Understanding the international dimensions of women's oppression. *Human Rights Quarterly* 3: pp 44 - 52.
3. Rehman, J. (2003). *International human rights law*. Longman
4. Wallace, R. (1997). *International human rights. Texts and materials*. Sweet and Maxwell.

5. United Nations. *The United Nations and the advancement of women: 1945-1996*. The United Nations Blue Books Series. Vol. VI. Revised Edition. New York: Department of Public Information.

Recommended Readings:

1. Bunch, C. (1990). Women's rights as human rights: Towards a re-vision of human rights. *Human Rights Quarterly* 12: pp 486-498.
2. Colivar, S. (1987). United Nations commission on the status of women: Suggestions for enhancing its effectiveness. *Whittier Law Review* 9. pp 435 - 444.
3. Colliver, S. (1989). United Nations machineries on women's rights: How they could better help women whose rights are being violated. In E. L. Lutz, H. Hannum, K.J. Burke (Ed.). *New Directions in Human Rights*. USA, Philadelphia: University of Pennsylvania. pp 25-49.
4. Martin, P. and Stahke, T. (1996). *Women and human rights: The basic documents*. USA: Columbia University.
5. Hossain, H. (2004). *Human Rights in Bangladesh*. Dhaka: Ain O Salish Kendra/ University Press Limited.

WGS 208: Introduction to Feminist Theories

Course Credit: 4

Learning Objectives

Students will be acquainted with:

- The major trends and approaches of feminist thoughts;
- Different types of feminisms and the relationship between context, theory and political positions including Third World Feminisms with special emphasis on South Asia;
- Contemporary issues and debates in feminist thoughts.

Course Description

What is feminism? What is theory? What is the relationship between the two? This course will introduce the students to the concept of feminism and the issues and concepts that feminists theorize about. It will also make the students contextualize feminism and its various theories to their own time, context and concerns so that they learn to make links between academia and real lives.

The course looks at ways through which women have built a collective voice and theoretical bases that shaped their agenda. It will, therefore, focus on conceptualizing feminism and its link with activism; different approaches to feminism and the debates surrounding them; debated issues in feminism like gender, class, identity, power, ethnicity, development, globalization etc. Special attention will be given to Third World feminism with particular focus on South Asia.

Course Outline

Section 1: Introduction

The section addresses the major approaches to the main issues that will be covered in the course, introduces the concepts of 'Feminism' and 'Theory', and establishes a relationship between feminism and theory.

Required Readings:

1. Humm, M. (Ed and introduced). (1992). *Feminism: A reader*. New York: Wheatsheaf.
2. Watkins, S. A. (et al). (1992). *Feminism for beginners*. Cambridge: Icon books.
3. Chhachhi, A. (1999). Concepts in feminist theory - Consensus and controversy. In: E. Leo-Rhynie, P. Mohammed, C. Shepherd, *Gender in Caribbean development: Papers presented at the inaugural seminar of the University of the West Indies, Women and Development Studies Project*. University of West Indies. pp.74 - 92.

Recommended Readings:

1. Kolmer, W. and Bartkowski, F. (Ed). (2004). *Feminist theory: A reader*. New York: McGraw Hill.

Section 2: Introduction to Third World Feminism

This section focuses on 'Third World feminism'. It introduces the context, concepts, relevance and contribution of Third World feminism to women's movements, especially in South Asia.

Required Readings:

1. Mohanty, C.T., Russo, A. and Torres, L. (Ed.). (1991). *Third World women and the politics of feminism*. USA: Indiana University Press.
2. Roy, M. (1992). *Bengali women*. USA: University of Chicago Press.
3. Burton, A. M. (1994). *Burdens of history: British feminists, Indian women, and imperial culture, 1865-1915*. USA: UNC Press.
4. Jayawardena, K. (1995). *The white woman's other burden -- Western women and South Asia during British Rule*. New York: Routledge.
5. Kumar, R. (1993). *The History of doing: An illustrated account of movements for women's rights and feminism in India, 1800-1990*. India: Zubaan.
6. Visram, R. (1992). *Women in India and Pakistan: The struggle for independence from British Rule*. Cambridge Univ. Press.

Recommended Readings:

1. Narayan, U. (1997). *Dislocating cultures: Third world feminism and the politics of knowledge*. New York: Routledge.
2. Tong, R. Putnam. (1998). *Feminist theory: A more comprehensive introduction*. New Jersey: West View Press.
3. Ghose, I. (1998). *Women travellers in Colonial India: The power of the female gaze*. Oxford University Press.
4. Sahgal, M.Z. and Hancock Forbes, G. (1994). *An Indian freedom fighter recalls her life*. M.E. Sharpe.
5. Sangari, K. and Vaid, S. (Eds.) (1989). *Recasting women: Essays in colonial history*. New Delhi: Kali for Women.

Section 3: Different Approaches and Theories of the North

Focusing on major works from the 18th and the 19th century, this section provides the background to the women's movements and the emergence of feminist theory. In keeping with this, the students will be introduced to the concept of 'Liberal Feminism', its origin, rise and fundamental issues and concerns, major arguments and its contribution. Added to this will be a discussion on critiques of liberal feminism.

Required Readings:

1. Tong, R. Putnam. (1998). *Feminist theory: A more comprehensive introduction*. New Jersey: West View Press.
2. Jaggar, A. and Rothenberg, P.S. (Eds). (1993). Theories of women's subordination. In: *Feminist frameworks: Alternative theoretical accounts of the relations between women and men*. Boston: McGraw Hill. pp113 - 282.
3. Jaggar, A. and Rothenberg, P.S. (Eds). (1993). Liberalism. In: *Feminist frameworks: Alternative theoretical accounts of the relations between women and men*. Boston: McGraw Hill. pp 150 - 159.

Recommended Readings:

1. Kolmer, W. and Bartkowski, F. (Ed). (2004). *Feminist theory: A reader*. New York: McGraw Hill.
2. Andermahr, S., Lovell, T., and Wolkowitz, C. (1998). *A concise glossary of feminist theory*. London, New York: Arnold Publications.

Section 4: Debates on Class and Gender: Marxist/Socialist Feminism

This section introduces Marxist/Socialist feminism, its concepts, major issues, arguments etc. The historical background of this theory, major writers/feminist activists, their contribution to the women's movement and their critiques will be discussed.

Required Readings:

1. Kolmer, W. and Bartkowski, F. (Ed). (2004). *Feminist theory: A reader*. New York: McGraw Hill.
2. Tong, R. Putnam. (1998). *Feminist theory: A more comprehensive introduction*. New Jersey: West View Press.
3. Jaggar, A. and Rothenberg, P.S. (Eds). (1993). Classical Marxism. In: *Feminist frameworks: Alternative theoretical accounts of the relations between women and men*. Boston: McGraw Hill. pp160 - 173.
4. Jaggar, A. and Rothenberg, P.S. (Eds). (1993). Socialist Feminism. In: *Feminist frameworks: Alternative theoretical accounts of the relations between women and men*. Boston: McGraw Hill. Pp 187 - 202.

Recommended Readings:

1. Andermahr, S., Lovell, T., and Wolkowitz, C. (1998). *A concise glossary of feminist theory*. London, New York: Arnold Publications.

Section 5: Debates on Sex and Class: Radical Feminism

The section provides an understanding of gender and class as concepts and how they are linked together. Special focus will be given on exploring the students' views/understanding/perspective of the role of 'biology' in creating gender. The section also introduces radical feminism, its historical background, the concepts and main

arguments, its link and contribution to women's movements, the critiques of radical feminism as well as its relevance to today's women.

Required Readings:

1. Tong, R. Putnam. (1998). *Feminist theory: A more comprehensive introduction*. New Jersey: West View Press.
2. Jaggar, A. and Rothenberg, P.S. (Eds). (1993). Radical Feminism. In: *Feminist frameworks: Alternative theoretical accounts of the relations between women and men*. Boston: McGraw Hill. Pp 174 - 186.

Recommended Readings:

1. Andermahr, S., Lovell, T., and Wolkowitz, C. (1998). *A concise glossary of feminist theory*. London, New York: Arnold Publications.

Section 6: Postmodern Feminism

The section introduces postmodern feminism, its context, major concepts and contributions in dealing with topics like diversity, essentialism and language within feminism.

Required Readings:

1. Tong, R. Putnam. (1998). *Feminist theory: A more comprehensive introduction*. New Jersey: West View Press.
2. Wieringa, S. (2002). Essentialism versus Constructivism: Time for a rapprochement? In: P. Mohammed (Ed), *Gendered realities: Essays in Caribbean feminist thought*. University of the West Indies Press.
3. Parpart, J. (1993). Who is the other? A postmodern feminist critique of women and development theory and practice. *Development and Change* 24 (3).

Recommended Readings:

1. Nicholson, L. (Ed.). (1990). *Feminism/Postmodernism*. New York: Routledge.

Section 7: Debates on Gender, Race and Class: Black Feminism

The section focuses on the historical context of black feminism, its concepts, major arguments and debates introducing the writers, activists etc.

Required Readings:

1. Tong, R. Putnam. (1998). *Feminist theory: A more comprehensive introduction*. New Jersey: West View Press.
2. Andermahr, S., Lovell, T., and Wolkowitz, C. (1998). *A concise glossary of feminist theory*. London, New York: Arnold Publications.

Recommended Readings:

1. Feminist Theory and Women's Movements in Africa. In: *Feminist Knowledge: Review Essay. African Feminist Studies: 1980-2002*.
<http://www.gwsafrica.org/knowledge/africareview/femtheory.html>

Section 8: Debates on Nature and Women: Eco-feminism

The section focuses on eco-feminism, its historical contexts, concepts, main arguments and debates and the contribution of activists to the women's movements.

Required Readings:

1. Mies, M. and Shiva, V. (1993). *Ecofeminism*. London: Zed Books.

Recommended Readings:

1. Tong, R. Putnam. (1998). *Feminist theory: A more comprehensive introduction*. New Jersey: West View Press.

Section 9: Construction of Marginal Identities

This section introduces concepts like 'identity' and 'marginalization', how different identities (masculine, feminine, motherhood, sexuality etc) are constructed in societies,

and how feminist theories or feminism in general understands these constructions and identity politics.

Required Readings:

1. Hesse-Biber, S., Gilmartin, C. and Lydenberg, R. (Ed.). (1999). *Feminist approaches to theory and methodology: An interdisciplinary reader*. Oxford: Oxford University Press. [Chapter 2: *The politics of identity and differences*, Chapter 3: *Social construction of differences*]

Recommended Readings:

1. Young, I. M. (1990). *Justice and politics of difference*. USA: Princeton University Press. [Chapter: *Marginalization*].

Section 10: Theories and Debates on Intersectionality

This section briefly touches upon issues involved in conceptualizing the interrelationships of gender, class, race and ethnicity and other social divisions. Special focus on the issues of power and how it crosses races.

Required Readings:

1. Yuval-Davis, N. (2006). Intersectionality and feminist politics. *European Journal of Women's Studies* 13: 193 - 209
2. Jaggar, A. and Rothenberg, P.S. (Eds). (1993). Multicultural Feminism. In: *Feminist frameworks: Alternative theoretical accounts of the relations between women and men*. Boston: McGraw Hill. pp 203 - 248.
3. Jaggar, A. and Rothenberg, P.S. (Eds). (1993). Multicultural feminism. In: *Feminist frameworks: Alternative theoretical accounts of the relations between women and men*. Boston: McGraw Hill. pp 249 - 282.
4. Bhavani, K. (Ed.). (2001). *Feminism and 'race'*. Oxford: Oxford University Press.

Recommended Readings:

1. Hua, A. (2003). Critical race feminism. In *Canadian critical race conference 2003: Pedagogy and practice. May 2 - 4, 2003*. Vancouver, Canada: University of British Columbia.
[http://edocs.lib.sfu.ca/ccrc/html/CCRC_PDF/CriticalRaceFeminism\(AnhHua\).pdf](http://edocs.lib.sfu.ca/ccrc/html/CCRC_PDF/CriticalRaceFeminism(AnhHua).pdf)
2. Healey, J. and O'Brian (Ed.). (2003). *Race, ethnicity and gender: Selected readings*, Sage Publications. New York. [Chapter 5: *African Americans*].
http://www.sagepub.com/upm-data/4035_Healey_Reader_Ch5_Final_Pdf.pdf
3. Aguilar, D. D. (2006). *Current challenges to feminism: Theory and practice. Monthly Review.*
<http://mrzine.monthlyreview.org/aquilar181006.html>

WGS 301: Gender and Development: Conceptual issues

Course Credit: 4

Learning Objectives

Students will be acquainted with:

- Theories of development and different approaches on women/gender and development;
- An understanding of the basic concepts of gender and development and its various dimensions;
- The linkages between gender and development.

Course Description

This course introduces students to development theories and issues related to women, gender and development. Students will be provided with an overview of socio-economic theories of development and introduced to theoretical and conceptual approaches to gender issues in the context of development (WID to WAD to GAD). The objective of this course is to acquaint the students with the facts and theories about gender discrimination, with special reference to the process of economic development, to understand the consequences of gender discrimination for economic development and to discuss strategies for ending gender discrimination in the development process. This course will also equip the students with basic conceptual clarity on theoretical issues related to gender in development. The course will cover different approaches to the study of gender.

Course Outline

Section 1: Define Development

PART 1: Introduction

This section looks into different development theories and paradigms of development. It includes topics such as: the definition and understanding of development, the development decades; the North-South relationship and its impacts on the South. The

section will aim at answering questions like: how to define '(human) development'? What can account for the range of different definitions? Is it inter-disciplinary? etc.

PART 2: Development Theories

The section focuses on different theories of development and underdevelopment. Topics include modernisation, imperialism, neo-imperialism, the dependency theory, the World System Theory.

Required Readings:

1. Kabeer, N. (1994). *Reversed realities: Gender hierarchies in development thought*. London: Verso.
2. Elson, D. (1995). Male bias in the development process: An overview. In: D. Elson, *Male Bias in the Development Process*. Manchester: Manchester University Press. Pp 1-28.
3. Giddens, A. (2001). *Sociology*. (4th Edition). Oxford: Blackwell Publishers. [Chapter 5: *Social Change in Modern World*. p 539].
4. Roberts, T. and Hite, A. (Eds.). (2000). *From modernization to globalization: Perspectives on development and social change*. Oxford: Blackwell.

Recommended Readings:

1. Sen, G. and Grown, C. (1985). *Development, crisis, and alternative visions: Third world women's perspectives*. Norway: A. S. Verbum
2. Preston, P.W. (Ed.). (1996). *Development theory: An introduction*. Oxford: Blackwell.
3. Rist, G. (2004). *The history of development*. London: ZED. [Chapter 1].
4. UNDP. (1995). Defining and measuring development. In: R. Ayres, *Development studies: An introduction through selected readings*. UK: Greenwich Readers. pp 3-21.
5. Misra, R. P. (Ed.). (1981). *Humanizing development: Trends in public administration*. Sustainable Development Foundation.

Section 2: Gender as a Development Issue

This section discusses theoretical and conceptual approaches to women and gender issues in the context of development. It will discuss the differences between the WID (Women in Development), WAD (Women and Development), GAD (Gender and Development) and WED (Women, Environment and Development) approaches.

Required Readings

1. Boserup, E. (1970). *Women's role in economic development*. London: George Allen and University of London.
2. Pearson, R. (2000). Rethinking gender matters in development. In: T. Allen and A. Thomas (Eds.), *Poverty and development into the 21st century*. Oxford: Oxford University Press/The Open University. [pp 383-402].
3. Momsen, J. H. (1991). *Women and development in the Third World*. London: Routledge. [pp 1-20].
4. Duza, S. and Begum, A. (1993). *Emerging new accents: A perspective of gender and development in Bangladesh*. Dhaka: Women for Women.

Recommended Readings:

1. Kabeer, N. (1994). Same realities, different windows: Structuralist perspectives on women and development. In: N. Kabeer, *Reversed realities: Gender hierarchies in development thought*. London: Verso. [pp 40-68].
2. Rai, S. (2002). *Gender and the political economy of development: From nationalism to globalization*. Cambridge: Polity Press. [Chapter 2: *Gender and development: Theoretical perspectives in context*. pp 44-83].
3. Rathgeber, E. M. (1990). WID, WAD, GAD: Trends in Research and Practice. *The Journal of Developing Areas*. 24: 489 - 502.
4. Bandarage, A. (1984). Women in development: Liberalism, Marxism and Marxist-Feminism. *Development and Change* 15 (3): 495 - 515.
5. Elson, D. (1995). Male bias in the development process: An overview. In: D. Elson, *Male Bias in the Development Process*. Manchester: Manchester University Press. Pp 1-28.

Section 3: Exercise Understanding Gender and Development Terminology

The section focuses on a thorough understanding of some definitions and key terms in gender and development. These include:

- Gender, gender awareness, gender roles, gender mainstreaming, gender sensitivity, gender balance, gender equality, gender equity, engender, gender blind, gender analysis, sex disaggregated data, gender planning, access and control over resources.
- Gender needs: practical and strategic gender needs.

The section will involve students in different reading-based exercises to clarify the above concepts. Examples include but are not limited to:

Read Ruth Pearson and answer the following questions:

1. Pearson argues that “the whole of the development agenda will need to be reformulated if the message that gender matters is to be taken seriously” (pg. 311). Why does gender matter in development?
2. Pearson lists some key structures of subordination. What are these structures? What form do these take in your country?
3. Think of examples from your own experience of the consequences of development projects which have ignored gender.

Required Readings:

1. Kabeer, N. (1994). *Reversed realities: Gender hierarchies in development thought*. London: Verso.
2. Elson, D. (1995). Male bias in the development process: An overview. In: D. Elson, *Male Bias in the Development Process*. Manchester: Manchester University Press. Pp 1-28.
3. Bhasin, K. (2005). *Understanding gender*. New Delhi: Women Unlimited.

Recommended Readings:

1. Bhasin, K. and Khan, S., et al. (2006). *Feminism and its relevance in South Asia*. New Delhi: Women Unlimited.

WGS 302: Gender and Population Science

Course Credit: 4

Learning Objectives

Students will be acquainted with:

- The fundamental/ basics of reproductive health issues;
- Women's health, morbidities and mortality;
- The political economy and social perspectives of women's health and reproductive rights.

Course Description

The course will focus on reproductive health and rights: the basic concepts and its relationship; history and contemporary politics of population growth control and reproductive health. Causes and consequences of reducing maternal and infant mortality rate in Bangladesh and different mechanisms of fertility control, marginalized group, gender and HIV/AIDS will be also discussed. Topics on women empowerment and reproductive health and rights will be specially emphasized.

Course outline

Sections 1: Understanding Reproductive Health and Rights: Basic Concepts and Its Relationship

The section focuses on the definition and inter-connections between reproductive and sexual health and reproductive rights. Basic knowledge on physiological organs, Reproductive Health (RH), Sexual Health (SH), and Reproductive Rights (RR), organal and functional differentiation between male and female and the interactive relationship between RH, SH, and RR will be discussed.

Required Readings:

1. Crowley, H. and S. Himmelweit (Eds.). (1992). *Knowing women, feminism and knowledge*. Cambridge: Polity Press and Open University. [Chapter 2: *Biology, Society and the Female Body*. pp 58-65].

Recommended Readings:

1. Dixon-Mueller, R. (1993). The Sexuality Connection in Reproductive Health. *Studies in Family Planning*. 24(5). pp 269-282. [Excerpt of 8 pages].

Section 2: History and Contemporary Politics of Population Growth Control and Reproductive Health

The section provides basic historical ideas on population control and its related international agendas. Additionally, how class, age and sex influence the differential attitude towards population growth control also forms part of the section. Topics include: history of population control; eugenics; sterilization; movements for reproduction and sexual self-determination and health; reproductive rights: family planning, contraception, abortion and safe motherhood, political economy of population and development: Cairo - a paradigm shift; reproductive health and the political economy of AIDS: the case of Bangladesh; rights to sexual and reproductive health: poverty (Bangladesh PRSP); globalization and MDGs.

Required Readings:

1. CRLP. (28 October 1994). *The Cairo conference: A programme of action for reproductive rights? - International Program Briefing*. Centre for Reproductive Law & Policy. [pp 1-7].
2. Davis, A. Y. and Kauffman, L. S. (Ed.). (1993). *American feminist thought at the century's end: A reader*. Cambridge and Oxford: Blackwell Publishers. [Chapter 13: *Outcast mothers and surrogates: Racism and reproductive politics in the Nineties*. pp 355-366].
3. ICPD. (1995). *Summary of the programme of action of the international conference on population and development 1994*. New York: United Nations. [pp 3-27].
4. Ross, E. B. (1998). *The Malthus factor: poverty, politics and population in capitalist development Malthusianism*. London and New York: St. Martin's Press. [Chapter 4: *Demography and the Cold War*. pp 79-104].
5. Sen, G., Germain, A. & Chen, L. C. (Eds.). (1994). *Population policies reconsidered: health, empowerment and rights*. Boston, Massachusetts: Harvard University Press. [Chapter 1: *Reconsidering Population Policies: Ethics, Development, and Strategies for Change*. pp 3-11].

6. Turshen, M. (1997). The political ecology of AIDS in Africa. In: M. Singer (Ed.), *The political economy of AIDS*. Amityville, NY: Baywood Publishing Company.

Recommended Readings:

1. UNFPA. (2004). *The Cairo consensus at ten: population, reproductive health and the global effort to end poverty. State of the world population 2004*. UNFPA. [Chapter 1: Introduction; Chapter 2: Population and Poverty].
2. Young, K. (1989). Not the church, not the state ... In K. Young (Ed.), *Serving two masters*. London: Routledge.

Section 3: Causes and Consequences of Reducing Maternal and Infant Mortality Rates and Challenges to Readdress in Bangladesh

The sections will analyze and discuss social causes of maternal and infant mortality rates, its consequences and constraints/major challenges to not reducing M and IMR (maternal and infant mortality rate) with special reference to Bangladesh.

Required Readings:

1. Akhter et al. (1996). *A cross sectional study on maternal morbidity in Bangladesh*. Dhaka, Bangladesh: Institute of Research for Promotion of Essential and Reproductive Health and Technologies.
2. Bhatia and Faruque.(1997). *Indigenous birth practices in rural Bangladesh and their implications for a maternal and child health program*. University of Michigan, USA: International Center for Diarrheal Disease Research.

Recommended Readings:

1. Islam, M. (1985). *Women, health and culture*. Dhaka: Women for Women.

Section 4: Different Mechanisms of Fertility Control

This section highlights the definition and different types of contraceptive methods. The political economy of the development of different contraceptive methods and the side effects of different contraceptive mechanisms will be also discussed. Topics include:

definition of contraception, different types of contraceptive methods, gender differentials in using various kinds of contraceptives and its consequences and causes for increasing the use rate of contraceptive methods, particularly condoms, in Bangladesh. Safe Sex and its gender dimension will receive emphasis.

Required Readings:

1. Bhatia, S. (1982). Contraceptive intentions and subsequent behavior in rural Bangladesh. *Studies in Family Planning*, 13 (1) pp. 24-31
2. Caldwell. (1982). *The theory of fertility decline*. Academic press.
3. Gupta, J.A. (2000). *New reproductive technologies, women's health and autonomy: Freedom or dependency?*. New Delhi: Sage Publications.
4. Oudshoorn, N. (1996). The decline of the one-size-fits-all paradigm, or, how reproductive scientists try to cope with post modernity. In: N. Lykke and R. Braidotti (Eds.), *Between monsters, goddesses and cyborgs: Feminist confrontations with science, medicine and cyberspace*. London and New Jersey: Zed Books. [pp 153-170, pp 170-172].

Recommended Readings:

1. Ravindran, S. TK and de Pinho, H. (Eds). (2005). *The right reforms? Health sector reforms and sexual and reproductive health*. South Africa: Women's Health Project. School of Public Health, University of the Witwatersrand.

Section 5: Women Empowerment and Reproductive Health and Rights

The section provides understandings towards the relationship between women empowerment and their decision on reproductive health and rights. In addition to this, the section also discusses the influence of women's movements on policy decisions regarding population control, reproductive health and rights, and the impact of these movements on women's sexual and health rights in Bangladesh.

Required Readings:

1. Freedman, L. P. and Isaacs, S. L. (1993). Human rights and reproductive choice. *Studies in Family Planning*. 24(1): 18 - 30.

2. Petchesky, R. P. (2003). *Global prescriptions: Gendering health and human rights*. London, New York: Zed Books in association with UNRISD. [part of chapter 1: *Transnationalising women's health movements*. pp 1-21].
3. Wieringa, S. (2002). *Politics and sexuality in Indonesia*. New York: Palgrave MacMillan.
4. Sen, G. and Batliwala, S. (2000). Empowering women for reproductive rights. In: H. B. Presser & G. Sen (Eds.), *Women's empowerment and demographic processes: Moving beyond Cairo*. Oxford: Oxford University Press.

Recommended Readings:

1. Voluntary Health Society (VHSS). (2001). *Reproductive health manual 2001*. supported by EC/UNFPA.
2. Engender Health. (2003). *Comprehensive counselling for reproductive health: An integrated curriculum*.
3. Government of Bangladesh, Ministry of Health and Family Welfare. (2000). *Janmaniantran manual (National Family Planning Manual)*.

WGS 303: Gender Based Violence

Course Credit: 4

Learning Objectives

Students will be acquainted with

- The analytical understanding of the concept of Gender Based Violence (GBV);
- The ability to critically assess the root cause/foundation of Gender Based Violence;
- The necessary skills to understand the consequences of violence on female lives and the challenges towards ending it;
- Acquiring critical insight into the gravity of the problem of GBV in Bangladesh

Course Description

The course gives a clear understanding of the concept of Gender Based Violence (GBV) adopted globally. The sections look into GBV as a process, as a global phenomenon and analyse its characteristics as it cuts across socio-economic lines all over the world. Root causes of Gender Based Violence are examined, highlighting connections between patriarchy and GBV. The course describes the nature and major forms of violence in relation to public and private spheres, with major focus on the private one. In this context, the influence of culture on violence will be analysed, with examples from specific cultures. Some of the issues addressed in the course include sexual terrorism, domestic and intimate partner violence and state sponsored violence. The course will assess the consequences of violence on women's lives. A review of the struggle for combating Gender Based Violence will be undertaken. The alarming situation in Bangladesh will be examined as a country case.

Course Outline

Section 1: Perception and Global Characteristics of Gender Based Violence

The section gives a broader definition of Gender Based Violence (GBV) keeping in view the perception expressed in the Beijing Platform for Action. GBV will be analysed as a world-wide problem, crossing cultural, geographic, religious, social and economic boundaries.

Required Readings:

1. Hayward, R.F. (2000). *Breaking the earthenware jar: Lessons from South Asia to end VAW and girls*. Nepal: UNICEF Nepal.
2. Langley, R. and Leuy, R. C. (1977). *Wife-beating: The silent crisis*. USA: Dutton.
3. Sheffield, C. J. (1994). Sexual Terrorism. In: J. Freeman (Ed.) *Women: A feminist perspective*. California, USA: Mayfield Publishers.

Recommended Readings:

1. Anderson, M.L. and Hill Collins, P. (Ed.). (2003). *Race, class and gender*. USA: Wadsworth/Thomson Learning.

Section 2: Factors Leading to Gender Based Violence: Patriarchy — Ideology and Institution

The section examines the root cause of GBV, referring to the historically unequal power relations between men and women and following the ideological framework of patriarchy within the institutional set ups of family, community and state.

Required Readings:

1. Walby, S. (1990). *Theorizing patriarchy*. Oxford: Basil Blackwell.
2. Islam, M. (2008). *Masculinity, patriarchy, gender and women's oppression*. Working Paper 3. Dhaka, Bangladesh: Department of Women and Gender Studies.
3. Goldberg, S. (1974). *The inevitability of patriarchy*. New York: Morrow.
4. Goldberg, S. (1993) *Why Men Rule: A Theory of Male Dominance*. Chicago: Open Court.

Recommended Reading:

1. Engels, F. (1972). *The Origin of family, private property and state*. New York: International Publishers.

Section 3: The Nature and Forms of Violence against Women

The section discusses the nature of Gender Based Violence and its different forms in the two categories – public and private. It gives a brief overview over different forms of GBV taking place in the two spheres. The section also focuses on forms of violence in the context of interconnections between culture and violence, such as dowry, honour-killing, sati/ widow burning, acid attack and fatwa.

Required Readings:

1. Coomaraswamy, R. (1994). *Violence against women: Causes and consequences*. In UNICEF. *Fire in the house: Determinants of intra-familial violence and strategies for its elimination*. Bangkok: UNICEF East Asia and Pacific Regional Office.
2. Coomaraswamy, R./UNHRC. (1995). *Preliminary report submitted by the special rapporteur on violence against women, its causes and consequences. In accordance with the Commission on Human Rights Resolution 1994/45, No. E/CN.4/1995/42*. New York: Commission on Human Rights, Economic and Social Council, UN.
3. Schuler, M. (Ed.). (1992). *Freedom from violence: Women's strategies from around the world*. UNIFEM.
4. United Nations.(2001) *Beijing Declaration and Platform for Action*. New York: UN
5. Davies, M. (Ed.). (1994). *Women and violence: Realities and responses worldwide*. London: Zed Books.
6. Narasimhan, S. (1994). India: From sati to sex discrimination rest. In: M. Davies (Ed.) *Women and violence: Realities and responses worldwide*. London: Zed Books.

Recommended Readings:

1. Freeman, J. (Ed). (1994). *Women: A feminist perspective*. USA: Mayfield Pub.
2. Amnesty International: *Report on the situation of the violence against women*.
3. UNICEF. (1999). *Helping survivors of acid violence and preventing further attacks in Bangladesh*. Dhaka, Bangladesh: UNICEF.

Section 4: Domestic and Intimate Partner Violence against Women

This section discusses the observations and findings that most crimes against women are committed within the home, that violence against women within the home is widespread, but mostly remains invisible. It also examines the underlying causes of and the challenges in redressing this violence.

Required Readings:

1. Abraham, M. (2000). *Speaking the unspeakable: Marital violence among South Asian immigrants in the United States*. New Jersey and London: Rutgers University Press.
2. Ferraro, K.J. and Johnson, J.M. (1997). How women experience battering: The process of victimization. *Social Problems* 30(3).
3. Gelles, R.J. (1997). *Intimate violence in families*. London: Sage Publications.

Recommended Readings:

1. Islam, M. (2003). *Domestic violence among immigrant South Asian families living in North America*.
2. Raj, A. and Silverman, J. (2002). Violence against immigrant women: The roles of culture, context, and legal immigrant status on intimate partner violence. *Violence against women* 8 (3).

Section 5: The Consequences of Gender Based Violence on Women's Lives

This section discusses the social, psychological, economic and physical consequences of GBV on women's lives in its various dimensions.

Required Readings:

1. Coomaraswamy, R./UNHRC. (1995). *Preliminary report submitted by the Special Rapporteur on violence against women, its causes and consequences. In accordance with the Commission on Human Rights Resolution 1994/45, No. E/CN.4/1995/42*. New York: Commission on Human Rights, Economic and Social Council, UN.

2. Heise, L. et al. (1995). *Sexual coercion and women's reproductive health: A focus on research*. New York: Population Council.
3. Schei, B. and Bakketeig, L.S. (1989). Gynaecological impact of sexual and physical abuse by spouse: A study of a random sample of Norwegian women. *International Journal of Obstetrics and Gynaecology* 96 (12): 1379 – 1383.
4. Thelen, M.H. et al. (1998). *The long-term effects of battering of women's health*. *Women's health journal*. The Latin American and Caribbean Women's Health Network (LACWHN).

Recommended Readings:

1. Deuba, A.R. and Rana, P.S. (2001). *A study on the psycho-social impacts of violence against women and girls with special focus on rape, incest and polygamy*. Nepal: SAATHI.

Section 6: Struggle Towards Ending Gender Based Violence

This section gives an overview of the struggle towards ending GBV: local to global. It also introduces the major international legal instruments (CEDAW, CRC, Declaration on the Elimination of Violence Against Women and the relevant World Conferences during 1990s).

Required Readings:

1. Bhatti, L.I. et al. (1991). *Women speak about violence*. World Health Organization.
2. Kelkar, G. (1992). Stopping the VAW: Fifteen years of activism in India. In Schuler, M. (Ed.) *Freedom from violence: Women's strategies from around the world*. UNIFEM.
3. Hayward, R.F.(2000). *Breaking the earthenware jar: Lessons from South Asia to end VAW and girls*. Nepal: UNICEF Nepal.
4. UNICEF. (1994). *Fire in the house: Determinants of intra-familial violence and strategies for its elimination*. Bangkok: UNICEF East Asia & Pacific Regional Office.
5. UNIFEM. *Zero tolerance for violence against women*.
6. Omvedt, G. (1990). *Violence against women: New movements and new theories in India*. Delhi Kali For Women.

Recommended Readings:

1. United Nations.(2001) *Beijing Declaration and Platform for Action*. UN

Section 7: Bangladesh Country Case: Interconnections between Patriarchy and Gender Based Violence

This section discusses case studies from Bangladesh highlighting major issues, challenges and strategies to redress GBV. The section may also include a panel discussion with representatives from women's rights activists, human rights activists, researchers and one from the Ministry of Women and Children Affairs of the Government of Bangladesh. The discussion is likely to enable the students to place debates on patriarchy, gender and Gender Based Violence in the context of Bangladesh.

Required Readings:

1. Government of Bangladesh, Ministry of Women & Children Affairs. (2005). *Beijing +10 global review. High level round-table of the forty-ninth session of the commission on the status of women, United Nations 28 February—11 March 2005*. New York, USA
2. NGO Coalition on Beijing Process. (2005). *The advancement of women in Bangladesh: Gaps and challenges. Bangladesh NGO Report. Beijing +10*.
3. Huq, N. (1997). *Maternal mortality and violence against women: Insights from the women's movement in Bangladesh*. Kathmandu: ROSA, UNICEF.
4. Jahan, R. and Islam, M. (1997). *VAW in Bangladesh: Analysis and action*. Dhaka: Women for Women.
5. Koenig, M. et al. (1999). *Individual and community-level determinants of domestic violence in rural Bangladesh*. Paper presented at the Meeting of the Population Association of America, New York.

Recommended Readings:

1. Oxfam. *Report on the violence against women*.

2. Haider, S. J. (2006). *Draft report on baseline survey on socio-cultural perception and legal issues in relation to gender based violence*. Submitted to UNFPA.
3. Azim S. (2002). *Naripokkho pilot study on violence against women in Bangladesh*. Dhaka: Naripokkho.
4. Bangladesh National Women Lawyers Association (BNWLA). (2004). *Violence against women in Bangladesh 2003*. Dhaka: BNWLA.
5. Government of Bangladesh, Ministry of Women and Children Affairs. (2000) *Multi-Sectoral Program on Violence against Government of Bangladesh Women, with the Assistance of the Government of Denmark*.

WGS 304: Gender, Media and Communication

Course Credit: 4

Learning Objectives

Students will be acquainted with:

- The analytical ability to consider the relation between gender and communications,
- The ways in which cultural expectations of gender are communicated in our daily lives through family, society, institutions, organizations, and the media;
- **The knowledge of potential interventions in order to open up possibilities for gender sensitive communication practices;**
- **Media monitoring skills and advocacy strategies to overcome the obstacles to gender equality in media portrayal, participation and reception.**

Course Description

This course will help students to understand how social order and meanings are created through different communicative levels and contexts, what is expected from women and men, and what values are bestowed on gender. It will explore how conventional views of masculinity and femininity lead to inequities and how institutional, social and personal communication sustain the status quo.

Additionally, this course is designed to facilitate better understanding of the significant impact of the media on women's status and gender relations. Women's participation in the media industry and their access to new communication technologies will also be addressed. This course enables students to be reflective and active on practices and skills needed to be adopted and implemented to eliminate gender-biased communications.

Course Outline

Section 1: Introduction and Key Concepts: Gender and Communication as an Area of Study

The section introduces gender and communication as an area of study. It will address the pivotal role of communication in sustaining and altering existing cultural patterns that uphold gendered meanings and practices.

Required Readings:

1. Gamble, T. K. and Gamble, M. (1996). The essentials of communication. In: T.K. Gamble and M. Gamble, *Communication works*. 5th Edition. New York: McGraw-Hill.
2. Nasreen, G. (2007). *Ki porai? keno Porai* (What and Why I Teach). *Nari O Progoti* 3. Bangladesh: Nari Progoti Songho. [In Bangla]
3. Tubbs, S. and Moss, S. (1983). The Process of human communication. In: S. Tubbs and S. Moss, *Human Communication*. 4th Edition. New York: Random House.

Recommended Readings:

1. Khan, S., Huq, J. and Islam, M. (Eds). (2005). *The advancement of women in Bangladesh: Gaps and challenges Bangladesh NGO report Beijing + 10*. Dhaka: NGO Coalition on Beijing Process (NCBP).

Section 2: Gendered Communication in the Family and Society: Making Meaning of the Theoretical Approaches

This section gives an overview of the theoretical approaches to gender development with an emphasis on interpersonal influences. To apply these theories in everyday life students will focus on their own experiences to analyze the ways in which gender is communicated during the early years of their lives within their family and society and what that implies for their identities as adults.

Required Readings:

1. Lips, H. M. (1993). Theoretical perspectives on sex and gender. In: H.M. Lips, *Sex and gender: An introduction*. 2nd Edition. London: Mayfield.

Recommended Readings:

Will be suggested by the course teacher, if any.

Section 3: Gendered Relationships

This section considers the dynamics in women's and men's intimate relationships, such as, same and opposite sex friendships, romantic relationships and marriage. To the

extent that these views are internalized, women and men tend to develop gendered ways of experiencing and expressing closeness in terms of masculinity and femininity. This section emphasizes the limits of stereotypical gendered relationships, and encourages looking at new ways to form and sustain alternative relationships.

Required Readings:

1. Gamble, T. K. and Gamble, M. (1996). Understanding relationships. In: T.K. Gamble and M. Gamble, *Communication works*. 5th Edition. New York: McGraw-Hill.

Recommended Readings:

1. Lips, H. M. (1993). Family and friends: Attachment, intimacy, and power. In: H.M. Lips, *Sex and gender: An introduction*. 2nd Edition. London: Mayfield.

Section 4: Organizational Communication and Gender

This section explores the variety of ways in which cultural views of gender construct the culture and climate of institutions and organizations: Examining stereotypes of women, men, and the professional communication that are transmitted through concrete practices, such as hiring, placement, promotion and interaction patterns. Finally, the section considers alternative legal and institutional efforts to redress gender inequities.

Required Readings:

1. Hollway, W. (1996). Gender and power in organizations. In: B. Fawcett et. al. (Eds.), *Violence and gender relations*. New York: Sage.

Recommended Readings:

1. Wood, J. T. (1997). Gendered organizational communication. In: J.T. Wood, *Gendered lives*. 2nd Edition. London: Wadsworth.

Section 5: Gendered Communication Practices: Verbal and Non-Verbal Communication

This section probes how verbal communication reflects and shapes cultural understanding of masculinity and femininity. The discussion will emphasize how by

defining, classifying, and evaluating gender, language reinforces the social views of men as the standard and women as the marginal.

This section discusses the different styles of communication for men and women and explores ways to revise cultural perspectives through the language we use. Along with the verbal communication, the section will also focus on non-verbal communications and behaviours.

Required Readings:

1. Goddard, A. and Patterson, L. (2000). *Language and gender*. New York: Routledge.
2. Nasreen, G. (2006). Gender difference in verbal communication and talking about equality. *Unnayan Padaskhep* 12 (3). Dhaka: Steps Towards Development. [In Bangla].
3. Gamble, T. K. and Gamble, M. (1996). Non-verbal communication: Silent language speaks. In: T.K. Gamble and M. Gamble, *Communication Works*. 5th Edition. New York: McGraw-Hill.
4. Nasreen, G. (2007). Rethinking unwritten gender grammar. *Unnayan Padaskhep*. Special Issue on 8th March. Dhaka: Steps Towards Development. [In Bangla].

Recommended Readings:

1. Tannen, D. (1991). *You just don't understand: Women and men in conversation*. New York: Virago.
2. Ruben, B. D. (1992). Non-verbal codes. In: B.D. Ruben, *Communication and human behavior*. 3rd Edition. New Jersey: Prentice Hall.

Section 6: Media Representations of Gender

This section looks into an important form of communication – the ‘mass media’ as a form of communication with reference to images of women, men and gender relations along with the following main arenas of media representations:

[General for the section]

Required Readings:

1. Baehr, H. and Gray, A. (Eds.). (1996). *Turning it on: A reader in women and media*. London: Arnold Publications.
2. Craig, S. (Ed.). (1992). *Men, masculinity and the media*. New York: Sage.

Recommended Readings:

1. Nari Sanghati. (1987). *Women and mass media*. Dhaka: Nari Sanghati. [In Bangla].
 - a. Advertisements: The influence of advertisements, their demeaning and debilitating portrayals of gender.

Required Readings:

1. Lazier, L. and Kendrick, A. G. (1993). Women in advertisements: Sizing up the images, roles and functions. In P. J. Creedon (Ed.), *Women in mass communication*. New York: Sage.
2. Nasreen, G. (2005). Women in advertisements. *Niriksha* 137 [In Bangla].

Recommended Readings:

1. Nasreen, G. (1999). The political economy of BTV commercials: A gender analysis. *Journal of Politics and Economics* 5. [In Bangla].
 - b. Print Media: The depiction of gender in the print media (i.e. newspapers, magazines, books) and the effect of that portrayal on society.

Required Readings:

1. Modleski, T. (1982). *Loving with a vengeance: The mass produced fantasies for women*. Routledge.

Recommended Readings:

1. Sharmeen, A. and Robaet, F. (2002). Women in newspapers: Problems and recommendations. In: G. Nasreen et. al.(Eds.) *Ganomadhyam and janosamaj (Mass media and society)*. Dhaka: Shrabon Prakashani. [In Bangla].

- c. Electronic Media: Television in particular and the electronic media in general heavily influences gender identity in our culture. After introducing the growing body literature about electronic media, noting their importance, this section will attempt to pinpoint the most effective means of documenting this influence.

Required Readings:

1. Brown, M. E. (1990). *Television and women's culture: The politics of the popular*. New York: Sage.

Recommended Readings:

1. Prabha, K. and Dighe, A. (1990). *Affirmation and denial: Construction of femininity on Indian television*. New York: Sage.

- d. Cinema: In mainstream Bangla cinema, women are frequently portrayed as objects of male desire or mothers and are largely valued either for their idealized beauty or for their roles in childrearing. Cinema texts reinforce gender divisions by repeating polarized images of women and men on a regular basis, rather than creating and distributing images that might challenge traditional views. Taken to the extreme, one very serious consequence of gender stereotyping in the cinema is the prevalence of violence and degrading or pornographic media products that also negatively impact women and men and their status in society.

Required Readings:

1. Chatterji, S. A. (1998). *Subject: Cinema, object: Women*. Calcutta: Parumita Publications.
2. Nasreen, G. (2003). From melodramatic to psychopath: The evolution of the silver screen heroes. In: M. Hossain (Ed.). *Drisyarup*. Dhaka [In Bangla].

Recommended Readings:

1. Sultana, S. M. (2005). *Dhakai movies: Women in and out of purdah*. Dhaka: FOWSIA. [In Bangla].

Section 7: Women in the Media Industry

This section includes the following main topics:

- a. The question of participation: This section will address issues related to women's marginal participation in the media industry and some possible strategies for reversing these trends, recognizing that women's equal participation is a vital first step in building media that support and promote gender equality.

Required Readings:

1. Akhter, A. and Shahriar, T. (2005). *Women in news media*. Dhaka: Women for Women.
2. Gadihoke, S. (1995). Women's relationship with technology in the media: Some reflections. In: B. Tankher (Ed.). *Communications and democracy: Ensuring plurality*. Videazimut, Cendit: SouthBound.
3. Gallagher, M. (1981). Participation of women in the mass media industries. In: *Unequal opportunities: The case of women and the media*. UNESCO.

Recommended Readings:

1. Nasreen, G. (2003). Women in journalism: Overcoming obstacles. In: *Women in Bangladesh media*. Dhaka: News Network.
- b. Polarized Audiences: Media audiences are often polarized into clichéd versions of male and female on the basis of stereotypical assumptions. This distinction also classifies media contents in a hierarchical order. The section deals with these issues. Also, the section addresses alternative strategies for media change and looks at some of the different ways in

which women have intervened to challenge existing media representation of women and the working practices involved in their production.

Required Readings:

1. Hobson, D. (1980). Housewives and the mass media. In: S. Hall et. al. (Eds.). *Culture, media, language*. London: Hutchinson.
2. Modleski, T. (1983). The rhythms of reception: Daytime television and women's work. In: E. A. Kaplan (Ed.). *Regarding television: Critical approaches - an anthology*. USA: The American Film Institute.
3. Nasreen, G. (2006). Women and the mass media. *Chandrabati 1*. [In Bangla].
4. Jallof, B. (1996). Women on the air: Community radio as a tool for feminist messages. In: H. Baehr and A. Gray (Eds.). *Turning It On: A Reader in Women and Media*. London: Arnold Publications.

Recommended Readings:

1. Zoonen, L. (1994). Gender and media reception. In: L. Zoonen. *Feminist media studies*. New York: Sage Publications.
2. Riano, P. (Ed.). (1994). *Women in grassroots communication: Furthering social change*. New York: Sage.

Section 8: Globalisation and Policy Issues

This section includes the following main topics:

- a. Gendered access and experience of ICTs: This section emphasizes that against the existing and growing digital and gender divide, women's active involvement in ICTs is essential to ensure gender equity in the information society. The section will look into the possibility of implementing changes at the macro-level as well as within institutions at the micro-level.

Required Readings:

1. Joshi, I. (Ed.). (2006). *Asian women in the Information Age*. Singapore: Asian media Information and Communication Center (AMIC).

Recommended Readings:

1. Ng, C. & Mitter, S. (2005). *Gender and the digital economy: Perspectives from the developing world*. New York: Sage.
 - b. Effective Interventions: Policy Frameworks: This section surveys the international and domestic policy framework which supports Bangladesh's commitment to gender equality in the media. Students will explore possible interventions in transforming policies to create the conditions for gender equality. Also recognizing the fact that only when women are empowered to enhancing their skills, knowledge and access to and control over information technology can they begin to combat negative gender portrayals more effectively and reverse the norms of media industries. The section specifically focuses on gender sensitive practices, policies and processes that need to be adopted and implemented both by the women and government to eliminate gender-biased programming.

Required Readings:

1. Beijing Declaration and Platform for Action (1995), *Section J – Women and Media*, Fourth World Conference on Women.
2. *Draft Gender Guidelines for Media Practitioners* (2004), proposed at a Regional Workshop on 'Gender and Media in South Asia' jointly organized by South Asia Free Media Association (SAFMA) and Shacharika Samuha in Kathmandu, Nepal.
3. Government of Bangladesh. (1998). *National policy of women*. Dhaka: MoWCA, Govt. of Bangladesh.
4. Government of Bangladesh (1998). *National Action Plan (NAP) for women's advancement*. Section 5.9 (Ministry of Information. pp 179-200). Dhaka: MoWCA, Govt. of Bangladesh.

Recommended Readings:

1. Huq, F. (2006). *Media and women: CEDAW, PFA and Bangladesh*. Dhaka: Steps Towards Development.
2. WACC. (2006). *Mission possible: A gender and media advocacy toolkit*. World Association of Christian Communication.

WGS 305: Women Poverty and Rural Development: Bangladesh Context

Course Credit: 4

Learning Objectives

Students will be acquainted with:

- The idea of 'poverty,' as a multi-dimensional concept,
- The relationship between poverty and women in society, particularly focusing on rural women in Bangladesh,
- An understanding of the concept of 'development,' and 'rural development',
- The impact of mainstream development on poverty in relation to rural women and their coping strategies,
- The necessary skill to plan and design a project for women in rural areas to address the issue of poverty.

Course Description

The course provides the students with the opportunity of understanding the concept of inequality, discrimination, vulnerability and exclusion from access to and control over resources, as the core determinants of women's poverty. It will equip students with an analytical framework of conceptualizing the concept of poverty in the lives of women, specifically rural women in Bangladesh. The issue of 'feminization of poverty,' will be analysed both from global and national perspective.

The course focuses on an analysis of Amartya Sen's description of the seven levels of inequality and how it relates to rural women in Bangladesh. Students will be provided with an understanding of the relevance of rural development approaches in the context of Bangladesh; the evaluation and impact of rural development for alleviating poverty and empowering rural women will also be included in the course.

The impact of rural development plans, programmes and resource allocation undertaken by GO-NGOs in bringing about positive changes in the poverty situation of rural women will also be critically assessed.

Course Outline

Section 1: Women and Poverty: Poverty: A Multi-dimensional Concept

In this section the students will understand the meaning of poverty from a multi-dimensional concept and will contextualize it in relation to Bangladesh.

Required Readings:

1. Chant, S. (2003). *New contributions to the analysis of poverty: Methodological and conceptual challenges to understanding poverty from a gender perspective*, Women and Development Unit, CEPAL, Santiago, pp14-17.
2. Moser, C.O.N. (1998). The asset vulnerability framework: Reassessing urban poverty reduction strategies. *World development* 26 (1) pp1-9.
3. Sen, A.K. (1981). *Poverty and famines: An essay on entitlement and deprivation*. Oxford University Press.
4. Kabeer, N.(1994), *Reversed realities: Gender hierarchies in development thought*. London: Verso.
5. Rahman, H. Z & Hossain, M. (1995). *Rethinking rural poverty: Bangladesh as a case study*. London: Sage Publications.
6. Sen, A.K. (2000). *Development as freedom*. New York: Oxford University Press.

Recommended Readings:

1. Narayan, D. et al. (2000). *Can Anyone hear us?: Voices of the poor*. World Bank Publications. [pp 6 - 25].
2. UNDP. *Human Development Report*.

Section 2: The Feminization of Poverty

This section focuses on understanding the issue of the feminization of poverty from a global perspective. It will answer the question as to why women are attributed as 'poorest of the poor?' Analysing examples from different countries the section will debate the issue from the perspective of rural women in Bangladesh. It will also focus on an understanding of Sen's seven levels of inequality and how they lead to women's poverty.

Required Readings:

1. Sen, A.K. (1981). *Poverty and famines: An essay on entitlement and deprivation*. Oxford University Press.
2. Sen, A.K. (2000). *Development as freedom*. New York: Oxford University Press.
3. Wee, V. & Heyzer, N. et al (1995). *Gender poverty and sustainable development: Towards a holistic framework*. Weatherhill.

Recommended Readings:

1. Sen, G. and Grown, C. (1985) *Development crisis and alternative visions: Third world women's perspectives*. Norway: A.s. Verbum

Section 3: Rural Women in Bangladesh

This section focuses on an understanding of the position and status of rural women in Bangladesh. The issues identified will be rural women and poverty, education, employment, legal issues and the issue of violence against women and women's coping strategies to poverty.

Required Readings:

1. Boserup, E. (1970). *Women's role in economic development* New York: St. Martin's Press.

Recommended Readings:

1. Mahtab, N. (2002). *Bangladesh: Status and advancement of women* (Mimeographed).

Section 4: Rural Development: Meaning and Approaches

This section deals with an understanding of the meaning and importance of rural development in the perspective of Bangladesh. Different approaches to the study of

rural development will be discussed and analyzed. Various rural development programmes initiated by GO-NGO and development partners will be focused.

Required Readings:

1. Blair, H. W. (1978). Rural development, class structure and bureaucracy in Bangladesh. *World Development* 6 (1)

Recommended Readings

1. Wood, G.D. (1980). Rural poor in Bangladesh: A new framework. Dhaka: *Journal of Social Studies* 8.

Section 5: Rural Development Initiatives in Bangladesh

This section addresses the different strategies of rural development adopted in Bangladesh as measures to alleviate poverty. The impact of different strategies will be analyzed. Cooperative approaches i.e. BARD, PKSF, Grameen Bank and other relevant programs will be studied as case studies.

Required Readings

1. Blair, H. W. (1978). Rural development, class structure and bureaucracy in Bangladesh. *World Development* 6 (1)
2. Rahman, R. I. (1997). *Daridra o unnayan: Prekshapat Bangladesh*. Dhaka: BIDS

Recommended Readings

1. Wood, G.D. (1980). Rural poor in Bangladesh: A new framework. Dhaka: *Journal of Social Studies* 8.

Section 6: Rural Development Strategies in Bangladesh

- a. This section assesses the PRSP in Bangladesh with reference to gender. An assessment of the past Five Year Development Plans in addressing gender issues will also be conducted.
- b. This section also analyzes the Millennium Development Goals and assesses the implementation of all eight goals in the perspective of poverty reduction in Bangladesh. Focus will also be made on other international events, conferences addressing poverty alleviation in relation to women.

Required Readings

1. Government of Bangladesh, The Planning Commission. (1972 to 1995) *Five Year Plans (First to Fifth) of Bangladesh*.
2. Government of Bangladesh, The Planning Commission. (2002). *Poverty Reduction Strategy Paper (PRSP)*.
3. Kabeer, N. (2003). *Gender mainstreaming in poverty eradication and the Millennium Development Goals: A handbook for policy-makers and other stakeholders*. London and Ottawa: Commonwealth Secretariat and the International Development Research Centre

Recommended Readings:

1. Rahman, R. I. (1997). *Daridra o unnayan: Prekshampat Bangladesh*. Dhaka: BIDS

Section 7: Planning and Design of Rural Development Programmes and Projects for Rural Women

In this section, students will be required to plan and design research projects aimed at alleviating the poverty of rural women in Bangladesh. They will work in cooperation with the Faculty.

WGS 306: Feminist Theory and Writings:
Selected Readings from the Early to Contemporary Periods

Course Credit: 4

Learning Objectives

Students will be acquainted with:

- The theoretical work in feminism through selected writings of different periods of time in different socio-historical contexts with particular focus of the West and a brief overview from Bangladesh.
- The necessary knowledge to identify what the core issues are for each author, analyze how s/he addressed/addresses these issues in their writings and women's lives in contemporary world.

Course Description

This course is designed to provide students with a further deepening of feminist theories through a brief introduction to a variety of feminist writings focusing particularly on the West and Bangladesh. Students will study historical as well as contemporary feminist writings to examine feminist approaches to women's experiences, their representations and their relative positions in societies around the world in different periods of time. In the context of different intellectual and political traditions, this course particularly focuses on the West as there are other courses dealing with the East and Bangladesh. The selection of texts can change and vary as and when required.

Course Outline

Section 1: Introduction: Historical Background to the Rise of Feminist Thought in the West

This section focuses on the historical background of the rise of feminist thought in the West during the 18th and the 19th centuries with particular emphasis on: the French Revolution and its importance on the rise of feminist thought; the notion of universal human rights and the notion of citizenship and the question of women; the Enlightenment and the rise of liberal thought; the interconnection between feminist

theory, feminist movement and writings and a brief journey through major trends of first wave and second and third wave feminism.

Required Readings:

1. Humm, M. (Ed). (1992). *Feminisms: A reader*. New York: Wheatsheaf.
2. Watkins, S. A. et.al.(1992). *Feminism for beginners*. Cambridge: Icon books.
3. Kolmer, W. and Bartkowski, F. (Ed.) (2004). *Feminist theory: A reader*. New Jersey: McGraw Hill.

Recommended Readings

1. Tong, R. Putam (1998). *Feminist theory: A more comprehensive introduction*. New Jersey: West View Press.
2. Nicholson, L. (Ed) (1997). *The second wave*. New York: Routledge.
3. Kolmer, W. and Bartkowski, F. (Ed.) (2004). *Feminist theory: A reader*. New Jersey: McGraw Hill.
4. Kaplan, C. (1986). *Sea changes: Essays on culture and feminism*. London: Verso.

Section 2: Liberal Feminism and Mary Wollstonecraft

This section introduces the main trends, the key concepts of liberal thought and its critique. Mary Wollstonecraft, her life and activism, writings and main arguments as presented in the *Vindication of the Rights of Women (1792)* will be discussed. Special emphasis will be given to Chapter 1 on National Education.

Required Readings:

1. Wollstonecraft, M. (1792). *Vindication of the rights of women*. New York: Oxford University Press. [Introduction and Chapter One]

Recommended Readings:

1. Vidyut, B. (2004). *Feminist social thought: An introduction to six key thinkers*. New Delhi: Rawat Publications.

Section 3: Introduction to Virginia Woolf

This section introduces Virginia Woolf, her writings/ ideas/thoughts, introduction to prescribed text e.g. reading and critical analysis of *A Room of One's Own: Chapter 1 and 6 (Androgyny)*. The film *The Hours* (at a convenient time) will also be shown.

Required Readings:

1. Woolf, V. (1959.) *A room of one's own*. London: The Hogarth Press.

Recommended Readings

1. Moi, T. (2002). Introduction: Who's afraid of Virginia Woolf? Feminist readings of Woolf. In: T. Moi. *Sexual/Textual Politics*. New York: Routledge. [pp1 – 20]

Section 4: Introduction to Simone de Beauvoir and her Work

The main text of this section is *The Second Sex*. This section includes an introduction to Simone de Beauvoir and her work; an introduction to *The Second Sex*. Reading and critical analysis of *Second Sex* (Formative Years. Part IV: Childhood)

Required Readings:

1. Beauvoir, S. de. (1997). *The second sex*. London: Vintage.
2. Moi, T. (1990). *Feminist theory: Simone De Beauvoir*. Oxford: Blackwell Publications.
3. Nicholson, L. (Ed) (1997). *The second wave*. New York: Routledge.

Recommended Readings:

1. Johnston, I. (1999). *Basic historical issues in feminism: An introduction to the second sex*. Retrieved from: <http://www.mala.bc.ca/~johnstoi/introser/beauvoir.htm>
2. Vidyut, B. (2004). *Feminist social thought: An introduction to six key thinkers*. New Delhi: Rawat Publications.

Section 5: Introduction to the Radical School of Thought and Betty Friedan, Kate Millett or Shulamith Firestone

This section includes an introduction to the Radical Feminist thoughts and theories, its historical context and major writers/feminists and their contributions. The main texts to be followed are:

- Betty Friedan (Introduction to the writer and the text: Text reading and analysis of *The Feminine Mystique* (Chapter I: *The Problem That Has No Name* / Chapter II: *The Crisis in Women's Identity*) and
- Kate Millett (Introduction to her work *Sexual Politics*, reading and analysis of Chapter 2 on *Theory of Sexual Politics*) **or**
- Shulamith Firestone, (Introduction to her work *The Dialectic of Sex*, reading and analysis of Chapter 1: *Dialectic of Sex* and 10: *The Ultimate Revolution: Demands and Speculations*)

Required Readings:

1. Friedan, B. (1965). *The feminine mystique*. USA: Penguin Books
2. Millett, K. (1977). *Sexual politics*. London: Virago
3. Firestone, S. (2003). *The dialectic of sex*. USA: FSG Paperback

Recommended Readings

1. Tong, R. Putnam (1998). *Feminist theory: A more comprehensive introduction*. New York: Westview Press.
2. Moi, T. (2002). Two feminist classics: Kate Millett, Mary Ellmann. In: T. Moi. *Sexual/Textual Politics*. New York: Routledge. [pp. 21 – 30]
3. Nicholson, L. (Ed) (1997). *The second wave*. New York: Routledge.

Section 6: Introduction to Marxist Socialist Feminist Thoughts and Theory

This section includes an introduction to the Marxist/Socialist Feminist school of thought and theories, its historical context and major writers/feminists and their contributions. The main texts to be followed are:

- Engels, F. (1995). *The origin of the family, private property and the state*. International Publishers. focusing on world's historic defeat of female sex, Engels' theory on origin of the oppression of women.
- Heidi Hartmann.... *The unhappy marriages between Feminism and Marxism*,

Note: texts by Iris Marion Young or Michelle Barrett can be taught in alternative semesters at the course teacher's discretion.

Required Readings

1. Engels, F. (1995). *The origin of the family, private property and the state*. UK: International Publishers
2. Nicholson, L. (Ed) (1997). *The second wave*. New York: Routledge.
3. Hartmann, H. (1993). *The unhappy marriages between Feminism and Marxism*. In R. Dale. *Education and the state*. New York: Taylor and Francis.

Recommended Readings

1. Tong, R. Putam (1998). *Feminist theory: A more comprehensive introduction*. New Jersey: West View Press.
2. Jacobus, M. (1986). *Reading woman: Essays in feminist criticism*. New York: Columbia University Press
3. Young, I. M. (1990). *Justice and the politics of difference*. New Jersey: Princeton University Press.

Section7: Postmodernism and Judith Butler

This section will include a brief introduction to postmodern thoughts and theories, its historical context and major writers/feminists and their contribution. The main text:

- Judith Butler: *Gender trouble: Feminism and subversion of identity (Chapter 1: Subjects of Sex/Gender/Desire)*

Required Readings

1. Butler, J. (1999). *Gender trouble: Feminism and the subversion of identity*. NY and London: Routledge.

Recommended Readings

1. Nicholson, L. (Ed) (1997). *The second wave*. New York: Routledge.
2. Andermahr, S. et al (1997). *A concise glossary of feminist theory*. New York: Arnold Publications.
3. Butler, J. (1993). *Bodies that matter*. London: Routledge Publications.

Section 8: Selected Feminist Writing from Bangladesh

The main concentration of this section is the feminist writing in Bangladesh which will include the pioneer Liberal Feminist Begum Rokeya and the radical contemporary Taslima Nasreen, to examine the different feminist theories working in the context of Bangladesh, and to have a comparative knowledge of feminist theories and thoughts from a global perspective. The texts to be followed are:

(Text selection may vary according to teacher's discretion.)

Hossain, Rokeya S: *Aborodhbasini*

Nasreen, Taslima: *Nirbachito Column*

Required Readings:

1. Kader, A. (Ed). (1999). *Rokeya rachanabali*. Bangla Academy: Dhaka.
2. Nasreen, T. (1999). *Nirbachoto column*. Kolkata: Ananda Publishers.

Recommended Readings

1. Azim, F. and Zaman, N. (1994). *Infinite variety: Women in society and literature*. Dhaka: University Press Limited.
2. Nayar, S. and Mankekar, K. (Ed). (2002). *Women pioneers in India's Renaissance*. India: National Book Trust.

WGS 307: Demography and Gender

Course credit: 4

Learning Objective

Students will be acquainted with:

- A understanding of demography in the context of major gender issues/concerns,
- The world pattern and trend of population growth and it's consequences for world population,
- The interrelations between the demographic variables and major gender issues along with women's role therein.

Course Description

This course defines demography, relates demography with other disciplines and highlights population growth worldwide together with some selected population theories of growth. The course focuses on the components of population change namely, fertility, mortality and migration, missing women – definition and determinants, along with the methods and techniques of demographic data collection and the sources and analysis of demographic data. It discusses marriage as an institution affecting demographic characteristics and migration in terms of type, causes and its effect on urbanization and how it influences the socio demographic structure of a population and its overall impact on women. In general, the course relates to basic demographic principles and concepts and illustrates sex-differentials with special reference to Bangladesh.

Course Outlines

Section 1: Demography: Major Gender Issues

In this section, the definition and emergence of demography as a scientific discipline, it's interdisciplinary approach and present status with reference to gender will be discussed.

Required Readings:

1. Riley, N.E. & McCarthy, J. (2003). *Demography in the age of the postmodern*.

UK: Cambridge University Press. [pp.1 - 13].

2. Rowland. D. T. (2003). *Demographic methods and concepts*. Oxford: Oxford University Press. [pp.14 – 15]

Recommended Readings:

1. Raj. H. (1996). *Fundamentals of demography: Population studies with special reference to India*. Delhi: Surjeet Publications. [pp. 10-14].
2. Bhende, A. A. and Kanitkar, T. (2004). *Principles of population studies*. Delhi: Himalaya Publishing House. [pp. 1 - 13 & 20 - 23].

Section 2: World Population Growth

The different patterns and changing trends of world population growth, the associated factors and the impact as well as various theories of population growth will be discussed bringing gender dimensions together.

Required Readings:

1. Bhende, A. A. and Kanitkar, T. (2004). *Principles of population studies*. Delhi: Himalaya Publishing House. [pp.104 – 134].
2. Matras, J. (1973). *Populations and societies*. New Jersey: Prentice-Hill [pp.14 - 28].
3. Rowland, D. T. (2003). *Demographic methods and concepts*. Oxford: Oxford University Press. [pp.15 – 22].

Recommended Readings:

1. Raj. H. (1996). *Fundamentals of demography: Population studies with special reference to India*. Delhi: Surjeet Publications. [pp. 140 – 151].
2. Elahi, K. M. (1997). Evolution of population in Bangladesh: a spatio-temporal study. In: A. Ahmad, D. Noin, and H. N. Sharma (Eds.). *Demographic transition: The third world scenario*. Jaipur and New Delhi: Rawat Publications.
3. Malaker, C.R. (1997). Population growth in developing countries, 1950-2025. In: A. Ahmad, D. Noin, and H. N. Sharma (Eds.), *Demographic transition: The third world scenario*. Jaipur and New Delhi: Rawat Publications. [pp. 34 – 41]

4. Noin, D. (1997). Population growth in the third world: Evolution and disparities. In: A. Ahmad, D. Noin, and H. N. Sharma (Eds.), *Demographic transition: The third world scenario*. Jaipur and New Delhi: Rawat Publications. [pp. 15 – 32].

Section 3: Introduction to Basic Demographic Methods and Presenting Data

This section focuses on developing students' problem solving skills through introducing various demographic methods and techniques. Various cartographical techniques for presenting demographic data will be taught in this section with a view to improve the presentation skill of the students.

Required Readings:

1. Rowland, D. T. (2003). *Demographic methods and concepts*. Oxford: Oxford University Press. [pp.29 - 37 & 45 – 70].
2. Huq-Hussain. S., Khan, A.U. and Momsen, J.(2006). *Gender atlas of Bangladesh*. Dhaka: Geographical Solutions Research Center. [pp. 25 – 75].

Recommended Readings:

1. Rowland, D. T. (2003). *Demographic methods and concepts*. Oxford: Oxford University Press. [pp.77 – 85].

Section 4: The Sex Ratio and the Issue of Missing Women

The significance of age specific population and sex ratio and the issue of millions 'missing women' from census statistics and it's impact, with special focus on Asian women, will be discussed.

Required Readings:

1. Rowland, D. T. (2003). *Demographic methods and concepts*. Oxford: Oxford University Press. [pp. 77 – 78].
2. Momsen, J.H. (1991). *Women and development in the third world*. London: Routledge. [pp. 7 – 17].

Recommended Readings

1. Forum Against Sex Determination and Sex Pre-Selection. (1994). *Using technology, choosing sex: The campaign against sex determination and the question of choice*. In: V. Shiva (Ed.). *Close to home: women reconnect ecology, health and development*. London: Earthscan Publications Ltd. [pp. 78 - 87].
2. BBS (1994). *Bangladesh population census 1991: analytical report 1* [pp.68-82].

Section 5: Major Components of Population Change

This section focuses on concepts and definitions of fertility: fertility differentials and basic measures of fertility will be delivered with reference to Bangladesh situation.

Mortality will be discussed with emphasis on women in relation to migration. Definition, types and determinants of migration will be analyzed with focus on the role of gender.

Required Readings

1. Rowland, D. T. (2003). *Demographic methods and concepts*. Oxford: Oxford University Press. [pp. 221 - 254 & 179 – 212]
2. Clarke, J. I. (1965). *Population geography*. London: Pergamon Press Ltd. [pp. 112-122 & 123-136].
3. Momsen, J.H. (1991) *Women and development in the third world* London: Routledge. [pp. 17 - 27].
4. Bhende, A. A. and Kanitkar, T. (2004). *Principles of population studies*. Delhi: Himalaya Publishing House. [pp. 241 - 321]

Recommended Readings:

1. Haider, R. (1995) *A perspective in development- gender focus*. Dhaka: University Press Ltd. [pp. 71 - 89].
2. Raj. H. (1996) *Fundamentals of demography: Population studies with special reference to India* Delhi: Surjeet Publications. [pp. 71-92].
3. Population Reference Bureau (2005). *World population data sheet, 1-5*.

4. Rowland, D.T. (2003). *Demographic methods and concepts*. Oxford: Oxford University Press. [pp. 385 - 421].

Section 6: Marriage and Nuptiality

This section discusses marriage as an institution affecting demographic characteristics. Discussions will incorporate definition and types of marriage, age at marriage of women, widowhood and the dissolution of marriage from global and national perspectives.

Required Readings:

1. Matras, J. (1973). *Populations and societies*. New Jersey: Prentice-Hill. [pp. 258 – 291].

Recommended Readings:

1. Rowland, D. T. (2003) *Demographic methods and concepts*. Oxford: Oxford University Press. [pp. 254 – 255].
2. Clarke, J. I. (1965). *Population geography*. London: Pergamon Press Ltd. [pp.77 – 79].
3. Bangladesh Bureau of Statistics (1994). *Bangladesh population census, 1991: Analytical Report, 1*, 83 – 99.

Section 7: Urbanisation and Women

Emphasizing Bangladesh, this section analyzes the causes of growth of urban centers, it's impact on rural-urban migration and the situation of poor women in urban slums and squatters.

Required Readings:

1. Islam, N. (2005). *Dhaka now: Contemporary urban development*. Dhaka: Bangladesh Geographical Society (BGS). [pp. 1 – 86]

Recommended Readings:

1. Bangladesh Bureau of Statistics (1994). *Bangladesh population census, 1991: Analytical Report, 1.* ,83 – 99.
2. The World Bank and Bangladesh Centre for Advanced Studies (1999). *Bangladesh 2020: A long-run perspective study, Bangladesh development series.* Dhaka: The University Press Ltd. [pp. 41 - 55]

WGS 308: Gender and Law

Course Credit: 4

Learning Objectives

Students will be acquainted with:

- **A critical understanding of the legal field and key national laws from the gender perspective and the treatment of women under these laws,**
- **The legal mechanisms for addressing principal issues relating to women's position in society, family and the workplace,**
- **The salient features of different legislative measures in Bangladesh that create legal rights for women and also protect them from injustices,**
- **The necessary knowledge to assess the potential of the law as an instrument of achieving gender justice in society.**

Course Description

The course starts with a brief overview of laws of different religious groups (Christian, Buddhist, Hindu) along with a background discussion of the idea of gender equality and discrimination within the legal field and includes the sources and nature of law in general. This will be followed by the scheme of the Constitution of Bangladesh and the fundamental rights granted to all citizens of Bangladesh. A more specific review of important provisions of civil and criminal laws, labour law and family law from a gender perspective will follow. Discussions on criminal law will include substantive laws including the penal code and other more recent enactments. The new labour code in Bangladesh is to be examined in detail with particular reference to hours of work, maternity leave, equal treatment and other issues. In matters of family law, provisions regarding marriage, dower, maintenance, guardianship, custody of children and inheritance under Muslim law and Hindu Law are to be examined. This will be done with a view to assess how these measures influence women's position in Bangladeshi society. The course will draw on number of studies that illustrate this point. Lastly, the course provides an idea of the use of law as tool for attaining gender justice in a critical manner.

Course Outline

Sections 1: Introductory Ideas

This section deals with some basic ideas about gender and law that will help as background knowledge to analyze legal issues from the gender perspective. It will conceptualize gender equality from legal perspectives highlighting feminist legal theories. It will also include a discussion of the constitutional guarantees of rights under the Constitution of Bangladesh as well as the issues of nationality and citizenship.

Required Readings:

5. Chakraborty, G. (2008). Emerging necessities of gender balance in law. In: N. K. Chakrabarti and S. Chakrabarty (Ed.). *Gender justice*. Kolkata: Cambray.
6. Haksar, N. (1994). Dominance, suppression and the law. In: Sarkar, L., Sivramayya, B. and Indian Association for Women's Studies (Ed.), *Women and law: Contemporary problems*. Dhaka: Academic Publishers.
7. Bhadra, B. (2008). Gender justice or gendered justice? A sociological exploration or revelation. In: N. K. Chakrabarti and S. Chakrabarty (Ed.). *Gender justice*. Kolkata: Cambray.

Recommended Readings:

6. The Constitution of the People's Republic of Bangladesh.
7. The Citizenship Act of 1951.
8. Williams, R. V. (2006). *Postcolonial politics and personal laws: Colonial legal legacies and the Indian state*. Oxford: Oxford University Press.

Section 2: Gender in Criminal Laws

- a. **The Penal Code and Other Protective Laws:** It includes the study of general criminal laws and special laws protecting women. Provisions on issues relating to kidnapping, abducting of woman to compel her to marriage, procuring of minor girls, trafficking of women, rape, offences relating to marriage such as adultery, detaining with criminal intent,

insults to the modesty of a woman, domestic violence etc are examined. This part of the course will draw on relevant features of following laws:

- The Penal Code
- Nari-0-Shishu Nirjaton Daman Ain, 2000
- Nari-0-Shishu Nirjaton Daman (Amendment) Ain, 2003
- Acid Niyontron Ain, 2002
- Acid Aporadh Daman Ain, 2002
- The Suppression of Immoral Traffic Act, 1933.

Required Readings

6. Ferdousi, N. et al. (2004). *Women and law*. Dhaka: Bangladesh Boighar.
7. Sanyal, S. (2006). Causes and consequences of domestic violence. In: N. K. Chakrabarti and S. Chakrabarty (Ed.). *Gender justice*. Kolkata: Cambray.
8. Chakrabarti, N. K. (2008). Domestic violence and crimes against women in India. In: N. K. Chakrabarti and S. Chakrabarty (Ed.). *Gender justice*. Kolkata: Cambray.
9. Kumari, V. Gender analysis of the Indian Penal Code. In: A. Dhanda and A. Parashar (Ed.), *Engendering law: Essays in honour of Lotika Sarkar*. Lucknow, India: Eastern Book.

Recommended Readings:

6. The Penal Code
7. Nari-0-Shishu Nirjaton Daman Ain, 2000
8. Nari-0-Shishu Nirjaton Daman (Amendment) Ain, 2003
9. Acid Niyontron Ain, 2002
10. Acid Aporadh Daman Ain, 2002
11. The Suppression of Immoral Traffic Act, 1933.
12. Biswas, P. (2006) Forgotten souls women and children in trafficking. In: N. K. Chakrabarti and S. Chakrabarty (Ed.). *Gender justice*. Kolkata: Cambray.

13. Goenka, S. (2008). Immoral trafficking of women and girls in India: Issues of gender justice and legal control in perspective of cross border trafficking. In: N. K. Chakrabarti and S. Chakrabarty (Ed.). *Gender justice*. Kolkata: Cambray.
14. Lahiri, D. (2008). Dignity of women and offence of rape: Law and reality. In: N. K. Chakrabarti and S. Chakrabarty (Ed.). *Gender justice*. Kolkata: Cambray.
15. Amin, N. (2005). *Wife abuse in Bangladesh*. Dhaka: University Press Limited.

b. Gender in Labour Law: Special provisions for women workers will be critically discussed in the light of the ILO standards. The impact of protective legislation on women will also be assessed.

Salient features of The Bangladesh Labour Code, 2006:

- The rights of the workers to appropriate conditions of service, healthy and safe working environment, wages, to participate in trade unions, etc.
- Specific measures applicable only to women workers.
- Maternity benefits and other privileges.
- The analysis and deficiencies in the existing laws including that of non-coverage of domestic workers, workplace violence, sexual harassment at work, etc.

Required Readings:

1. Dhar, N. (2000) *Dhar on Labour and Industrial Laws of Bangladesh*. Dhaka: Remisi Publishers.
2. Date-Bah, E. (Ed.). (1997). *Promoting gender equality at work*. London: Zed Books.

Recommended Readings:

1. Islam, F. The masculinity of labour laws and the paradoxes of protective legislation for women. *Journal of the Faculty of Law*. Part-F. 14 (1).
2. Islam, F. *Paper rights revisited: Coverage for women industrial workers under the labour laws of Bangladesh*. *Journal of the Faculty of Law*. Part-F. 15 (1).

3. The Bangladesh Labour Act, 2006.
4. Haspels, N. et al. (2001). *Action against sexual harassment at work in Asia and the Pacific*. International Labour Office.
5. Gupta, S. (2006). Sexual harassment of women at workplace: In India and abroad. In: N. K. Chakrabarti and S. Chakrabarty (Ed.). *Gender justice*. Kolkata: Cambray.

Section 3: Gender in Family Law

This section examines the concept of gender in family law and the legal rights of women in terms of personal laws in Bangladesh. Provisions regarding marriage, dower, maintenance, guardianship, custody of children and inheritance under different personal laws is critically analyzed. In doing so it also assesses the impact of the relevant statutory laws on the rights of women, the reforms of personal laws through judicial activism in the subcontinent.

- a. **Gender and Muslim Family Law**: The origin, sources, nature and scope of Islamic law as applicable to Bangladesh will be discussed. The pertinent issues covered by the law and important judicial decisions that have enlarged and enlivened the scope of this law. Salient features of the The Muslim Family Law Ordinance and the concept of reformation through the process of *ijtihad* will also be discussed.
 - Marriage: The meaning, nature and types of marriage, marriageable age, registration of marriage, polygamy.
 - Dower: The meaning, nature and utility, types and amount of dower. The difference between Dower and Dowry are explored. Legal remedies against non-payment of dower.
 - Maintenance: The utility and nature of the liability, conditions for payment of maintenance, legal remedies against non-payment.
 - Guardianship: *Custody and guardianship of children, and the rights of the father and the mother in this regard.*
 - Divorce: *Modes of divorce, and the rights of the husband and the wife. Changes made by the Muslim Family Law Ordinance and judicial interpretations of the right to divorce by the wife.*
 - Succession: *Principles of succession under Muslim law.*
 - Ijtihad and the modernization of Islamic law.

Required Readings:

1. Monsoor, T. (1999). *From patriarchy to gender equity: Family law and its impact on women in Bangladesh*. Dhaka: University Press Limited.
2. Monsoor, T. (2005). *Judiciary and gender on trial: Reported and unreported decisions of family courts*. Dhaka: University Press Limited.
3. Menski, W. and Pearl, D. (1998). *Muslim family law*. London: Sweet and Maxwell.
4. Nasir, J.J. (1990). *The status of women under Islamic law and under modern Islamic legislation*. London: Graham and Trotman.
5. Women for Women. (2005). *Marriage, inheritance and family laws in Bangladesh*. Dhaka: Women for Women.

Recommended Readings:

1. Ahmed, G. (1997) *Women's rights and values: Islamic and modern perspectives*. Dhaka:
2. Patel, R. (2003). *Woman versus man: Socio-legal gender inequality in Pakistan*. Oxford University Press.
3. Flavia, F.A. (2001). *Law and gender inequality: The politics of women's rights in India*. Oxford University Press.
4. Bhattacharya, B. R. (2006). Gender inequality in right of inheritance. In: N. K. Chakrabarti and S. Chakrabarty (Ed.). *Gender justice*. Kolkata: Cambray.

b. Gender and Law in Other Religions: The section includes the nature of Hindu law, issues of marriage, restitution of conjugal life, the right to dissolution of marriage, Hindu women's right to property and inheritance, etc. Analysis of the current situation of Hindu women's rights in Bangladesh and the scope of reforms are also discussed.

Required Readings:

1. Williams, R. V. (2006). *Postcolonial politics and personal laws: Colonial legal legacies and the Indian state*. Oxford: Oxford University Press.

2. Menski, W. F. (2005). *Hindu law: Beyond tradition and modernity*. Oxford University Press.
3. Basu, M. (2006). Hindu women and marriage law. In A. Flavia (Ed), *Women and law in India*. Delhi: Oxford University Press.

Recommended Readings

1. Bhattacharya, B. R. (2006). Gender inequality in right of inheritance. In: N. K. Chakrabarti and S. Chakrabarty (Ed.). *Gender justice*. Kolkata: Cambray.

Section 3: An Overview of Women's Legal Rights in Bangladesh

An assessment of national laws from the gender perspective includes the debate on a uniform family code, and the current position of women in the light of international standards set by instruments such as CEDAW. It summarizes the whole study on gender and law, the issue of women's access to justice and also attempts to take stock of different reform policies and the possibilities of using law as a tool for achieving gender justice in society.

Required Readings:

1. Reddy, G.B. (2004). *Women and the law*. Hyderabad, India: Georgia Law Agency.

Recommended Readings

1. Text of CEDAW and relevant materials.
2. United Nations. (1996). *The United Nations and the advancement of women: 1945-1996*. The United Nations Blue Books Series, Volume VI. Revised Edition. New York: Department of Public Information, United Nations.

WGS 401: Tools for Gender Analysis

Learning Objectives

Students will be acquainted with:

- An orientation to core gender analysis frameworks for analysing gender relations,
- Application of these frameworks to specific development issues,
- Introduction to the Human Development approach,
- Gender disaggregated statistics and indices,
- An introduction to some key research methodological tools for gender analysis,
- The skills required to link gender analysis with policy and strategic planning.

Course Description

This course provides an overview of some of the principal approaches to gender analysis that have been developed over the past twenty years. It focuses on inter-linkages between gender analysis and policy and planning. This course also looks at gender indicators, gender auditing. It will review and critically assess the frameworks through exercises. It will also provide students with skills in participatory research methods for policy planning.

Course Outline

Section 1: The Development Context and the Emergence of Gender Analysis Frameworks

These sessions look at the emergence and purpose of gender analysis frameworks in the field of development. Some key concepts and tools in social and gender analysis will also be discussed. Key contents of the section are:

- Review of key concepts and tools: Sex and gender, gender relations, gender division of labour, gender roles and responsibilities, productive work, reproductive work, differential access to and control over resources and benefits, condition and position, transforming gender relations, transformatory potential empowerment.

Required Readings:

1. Miller, C. and Razavi, S. (1998). *Gender analysis: Alternative paradigms. Gender in Development monograph Series*. 6. New York: UNDP.
2. Royal Tropical Institute (KIT) (1998). *Gender training: The source book*. KIT Press/Oxfam.
3. Kabeer, N. (1994). Triple roles, gender roles, social relations: The political subtext of gender training frameworks. In: N. Kabeer. *Reversed realities: Gender hierarchies in development thought*. London: Verso.
4. Moser, C. (1993). *Gender planning and development: Theory, practice and training*. London: Routledge.
5. Young, K. (1993). Framework for analysis. In K. Young, *Development planning with women: Making a world of difference*. London: Macmillan Press.
6. Wallace, T. and March, C. (Ed.). (1991). *Changing perceptions: Writings on gender and development*. Oxford: OXFAM.
7. McDowell, L. and Pringle, R. (1992). *Defining women: Social institutions and gender divisions*. Cambridge: Polity Press.

Recommended Readings:

1. Visvanathan, N. (Ed.) (1997). *The women, gender and development reader*. Dhaka: University Press Limited.
2. Miller, C. and Razavi, S. (Eds.). (1998). *Missionaries and mandarins: Feminist engagement with development institutions*. Geneva: UNRISD.
3. Wach, H. and Reeves, H. (1999). *Southern gender training materials: An overview and resource guide*. BRIDGE Report. Brighton: Institute of Development Studies.
4. Williams, S., Seed, J. and Mwau, A. (1994) *The Oxfam gender training manual*. Oxford: Oxfam.
5. Momsen. H. J. (2004). *Gender and development*. London and New York: Routledge.

Section 2: Gender Analytical Frameworks

This section introduces the following different analytical tools in relation to gender inequalities as well as its linkages with policies:

The Harvard Analytical Framework; the DPU¹ Frameworks; the Moser (triple roles) Framework; the Levy (web of institutionalisation) Framework; the Gender Analysis Matrix (GAM); the Equality and Empowerment Framework (Longwe); the Capacities and Vulnerabilities Framework (CVA); the People Oriented Framework (POP); the Social Relations Approach Framework (SRA) (empowerment, access to, control over and decision-making).

Required Readings

1. March, C. et al. (1998). *A guide to gender-analysis frameworks*. Oxford: Oxfam publication.
2. Overholt, C. (1995). *Gender roles in development projects*. USA: Kumarian Press.
3. Karl, M. (1995). *Women and empowerment, participation and decision making*. London, New Jersey: Zed Books.
4. Miller, C. and Razavi, S. (Eds.). (1998). *Missionaries and mandarins: Feminist engagement with development institution*. Geneva: UNRISD.
5. Rao, A., Anderson, M. and Overholt, C. (Eds.). (1991) *Gender analysis in development planning: A casebook*. USA: Kumarian Press.

Recommended Readings:

1. Mehra, R. and Esim, S. (1998) What gender analysis can contribute to irrigation research and practice in developing countries: Some issues. In: D. Merrey and S. Baviskar (Eds), *Gender analysis and reform of irrigation management: Concepts, cases and gaps in knowledge*. Sri Lanka: International Water Management Institute. [pp. 3 – 22].

Section 3: Contemporary Analytical Perspectives: Introduction to the Human Development Approach

This section deals with different Contemporary Analytical Perspectives to understand the critical perspectives of gender analysis at the policy level and discuss the recent debates around it both in macro and micro level. The section topic includes:

¹ These frameworks were developed by Carolyn Moser and Caren Levy of the Development Planning Unit (DPU) of London University.

- The Human Development (HD) approach: Genesis of HD, application, merits and demerits (strength and weaknesses),,
- Gender indicators: Sex-disaggregated statistics, gender statistics, gender-sensitive indicators,
- Gender Indices: The HDI, GDI and GEM

Required Readings:

HD approach

1. Mahbub ul Haq Human Development Centre. (2000). *Human development in South Asia 2000. The gender question*.
2. Haq, M. ul (1995). The advent of the human development report. In *Reflections on human development*. New York: Macmillan. [Chapter 3: pp. 24 – 45].
3. Truong, T.D. (1997). Gender and human development: A feminist perspective. *Gender, Technology and Development* 3 (1). [pp 349 – 368].
4. Agarwal. B. (Ed.) (2006). *Capabilities, freedom, and equality, Amartya Sen's work from a gender perspective*. New Delhi: Oxford University Press.
5. Nussbaum, M. (1995). Human capabilities, female human beings. In: M. Nussbaum and J. Glover (Eds.). *Women, culture and development*. Oxford: Clarendon. [pp.61 - 103]
6. Wieringa, S. (2006). Measuring women's empowerment: Developing a global tool. In: T.D. Truong, S.E. Wieringa and A. Chhachhi (Eds). *Engendering human security: Feminist perspectives*. London and New Delhi: Zed Press and Women Unlimited.

Gender Indices

1. Sudhir, A. and Sen, A. (1994). Human Development Index (HDI): Methodology and measurement. *Occasional paper 12*. New York: Human Development Report Office, United Nations Development Programme. [HDI]
2. Human Development Report Office. (1995). Gender inequality in human development: Theories and measurement. *Occasional Paper 19*. New York: Human Development Report Office. United Nations Development Programme. [GDI, GEM]

3. Bardhan, K. and Klasen, S. (1999). *UNDP's gender-related indices: A critical review*. *World development* 27(6). 985-1010 [GDI, GEM]
4. United Nations Development Programme. (1995). *Human Development Report (HDR) 1995. The revolution for gender equality*. New York: Oxford University Press. [Technical note 1 and 2 "Still an unequal world" and Chapter 3 "Measuring gender inequality"].

Recommended Readings:

1. United Nations Development Programme. (1997). *Human Development Report 1997: Human development to eradicate poverty*. New York: Oxford University Press. [Technical note 1 and chapter 1 "*Poverty in the human development perspective: Concept and measurement*"]. (HPI-1)
2. United Nations Development Programme. (1999). *Human Development Report 1999: Globalization with a human face*. New York: Oxford University Press. [Technical note, "*What do the human development indices reveal?*"] (HDI, GDI)
3. United Nations Development Programme (2000). *Human development report 2000: Human rights and human development - for freedom and solidarity*. New York: Oxford University Press. [Annex to Chapter 5: "*Assessing progress in human rights and human development*"]
4. United Nations Development Programme (2002). *Human development report 2002: Deepening democracy in a fragmented world*. New York: Oxford University Press. [Technical note.] (HDI, GEM, HPI-1, HPI-2)

Section 4: Engendering Planning

This section explores how gender analysis and policy is interlinked. The main critiques of planning from a gender perspective and action that is needed to link gender analysis with policy/planning will be discussed.

- Conventional development planning and gender-responsive planning,
- Gender Planning: Moser's Initial Framework and its diversification,
- National planning mechanism for women's development/

Required Readings:

1. Wieringa, S. (1994). Women's interests and empowerment: Gender planning reconsidered. *Development and Change* 25 (6): pp. 829 – 848.
2. Moser, C. (1993). *Gender planning and development: Theory, practice and training*. London and New York: Routledge. [Chapter 7: *Operational procedures for implementing gender policies, programme and projects*. pp139-172].
3. Kabeer, N. and Subrahmanian, R. (Ed) (1999). *Institutions, relations, and outcomes: A framework and case studies for gender-aware planning*. Delhi: Zubaan.
4. Young, K. (1993). *Development planning with women: Making a world of difference*. London: MacMillan Press.
5. Tinker, I. (1990). The adverse impact of development on women. In: I. Tinker, M. Bramsen et al. (Eds.). *Persistent Inequalities: Women and world development*. New York: Oxford University Press
6. Pietila, H. and Vickers, J. (1994). *Making women matter: The role of the United Nations*. London and New Jersey: Zed Books.
7. Sobhan. R. (1992). *Planning and public action for Asia*. Dhaka: University Press.

Recommended Readings:

1. Taylor, V. (2000). *Marketisation of governance: Critical feminist perspectives from the South*. South Africa: SADEP, University of Cape Town.
2. CIDA (1998). *Gender-based analysis: A guide for policy-making*. Retrieved from: <http://www.swc-cfc.gc.ca>.
3. Mazur, A.G. (2002) *Theorizing feminist policy*. Oxford: Oxford University Press. [pp. 1 – 24].
4. Marshall, C. (2000). Policy discourse analysis: Negotiating gender equity. *Journal for Education Policy* 15(2): 125 – 156.

Section 5: Policy and Implementation: Micro Level Analysis

These sessions look into engendering policies and its implementation at a micro level. It explores the organizational policy implementation, mechanisms, its weaknesses, resistance and possible alternatives. Topics include: gender and organizational change, gender auditing and gender mainstreaming, gender in development planning/project/ organization through engendering the logical framework.

Required Readings:

Gender Mainstreaming

1. Jahan. R. (1995). *The elusive agenda: Mainstreaming women in development*. Dhaka: University Press Limited.
2. Goetz, A. M. (Ed). (1997). *Getting institutions right for women in development*. London: Zed books.
3. Braunmuehl, C. (2002) Mainstreaming gender - A critical revision. In M. Braig and S. Woelte (Eds.), *Common ground or mutual exclusion? Women's movements and international relations*. London: Zed Books. [pp. 55 – 79]
4. Raju, S. (2005). Limited options – Rethinking women's empowerment 'Projects' in development discourses. *Gender, Technology and Development* 9 (2): 253-271.
5. UNRISD (2004) *Gender Equality: Striving for Justice in an Unequal World – A summary*
6. Taylor, V. and Commonwealth Secretariat (1999). *Gender mainstreaming in development planning: A reference manual for government and other stakeholders*. Commonwealth Secretariat

Logical Framework

1. AusGuidelines (2003). *The logical framework approach*. Australian Government.
2. Dale, R. (2003). The logical framework: An easy escape, a straitjacket or a useful planning tool?. *Development in Practice* 13 (1): 57-70

Recommended Readings:

1. Roberts, P. (1979). The integration of women into the development process: Some conceptual problems. *IDS Bulletin* 10 (3): pp. 60 - 66
2. Lennie, J. (1999). Deconstructing gendered power relations in participatory planning. *Women's Studies International Forum* 22 (1): pp. 97 - 112
3. Staudt, K. (2002). Dismantling the master's house with the master's tools? In: K. Saunders (Ed.), *Feminist post-development thought: Rethinking modernity, postcolonialism and representation*. London and New York: Zed

Section 6: Participatory Research Methodological Tools for Gender Analysis

These sessions train participants in some key participatory research methodologies which are useful for gender analysis. Research methods and tools for data collection and analytical schemes, participatory research methods and its critique will be discussed. In addition other methods such as life history analysis, time use analysis and women's social networks will be studied.

Required Readings:

1. Chambers, R. (1997). *Whose reality counts? Putting the first last*. London: IT Publications.
2. Locke, C. & C. Okali (1999). Analyzing changing gender relations: Methodological challenges for gender planning. *Development in Practice* 9 (3): 274 - 286
3. Mikkelsen, B. (1995). *Methods for development work and research: A guide for practitioners*. New Delhi: Sage Publications.
4. Bastian, S. et al. (Eds) (1996) *Assessing participation: A debate from South Asia*. Delhi: Konark Publishers.
5. Cooke, B. and Kothari, U. (Eds). (2001). *Participation: The new tyranny?*. London and New York: Zed Press.
6. Guijt, I. and Kaul Shah, M. (1998). Wake up to power, conflict and process. In: I. Gujit and M. Kaul Shah. *The myth of community: Gender issues in participatory development*. London: IT Publications.
7. Mosse, D. (1994). Authority, gender and knowledge: Theoretical reflections on the practice of Participatory Rural Appraisal. *Development & Change* 25: 497 – 526.

Manuals which can be downloaded

- # World Bank Sourcebook on Participation: Participatory Rural Appraisal
- # FAO manual on Market Research and Information Systems: Rapid Rural Appraisal

- # International Institute for Environment and Development (IIED): Participatory Learning and Action [Journal with many articles available for downloading]
- # ELDIS Gateway to Development: Participation Manuals and Toolkits

Recommended Readings:

1. Chambers, R. (1994). The origins and practice of Participatory Rural Appraisal. *World Development* 22 (7): 953 – 69.
2. Chambers, R. (1994). Participatory Rural Appraisal (PRA): Analysis of experience. *World Development* 22 (9): 1253 – 68.
3. Chambers, R. (1994) Participatory Rural Appraisal (PRA): Challenges, potentials and paradigm. *World Development* 22 (10): 1437 – 54.
4. Biggs, S. and Smith, G. (1998). Beyond methodologies: Coalition-building for participatory technology development. *World Development* 26 (2): 239 – 48.

Section 7: Gender Training

This section focuses on effective gender training process, gender training as a strategy for gender-responsive planning and gender mainstreaming and how to conduct effective gender training: when, by whom, why, how.

Required Readings:

1. Bhasin, K. (1977). *Breaking barriers: A South Asian experience of training for participatory development*. Report of the Freedom-from-Hunger Campaign. Bangkok, Thailand: FAO Regional Office for Asia.
2. Goetz, A.M. (1995). *The politics of integrating gender to state development processes: Trends, opportunities and constraints in Bangladesh, Chile, Jamaica, Mali, Morocco and Uganda*. Occasional Paper. Geneva: UNDP.
3. Greig, A., Kimmel, M. and Lang, J. (2000). *Men, masculinities and development: Broadening our work towards gender equality*. New York: UNDP. Gender in Development Monograph Series. [pp. 1 – 22].

Recommended Readings:

4. Williams, S., Seed, J., Mwau, A. and Oxfam. (1995). *The Oxfam gender training manual*. UK: Oxfam.
5. Moser, C. (1993). Training strategies for gender planning: From sensitising to skills and techniques. In: C. Moser. *Gender planning and development: Theory, practice and training*. London: Routledge.

WGS 402: Feminism, History and Colonialism

Course Credit: 4

Introduction to the Course

This course is intended as an introduction to some of the central methodological and interpretive issues involved in the historical study of women and gender, the introduction of gender as an analytical tool. This course also provides an overview of the history of colonization around the world, how it has impacted women and women's lives and its cultural implications. It introduces conceptualizing colonialism, gender, and feminism. Women's position under the colonial rule, creating the 'other' and stereotyping traditions like purdah, Sati etc. are highlighted. The course also explores issues related to nationalism, marginalization and women's voices and contribution in resistance to women's oppression and colonialism.

Specific Learning Objectives

Students will:

- Gain an understanding of the impact of colonial intrusion into the lives and living of women in colonial India;
- Acquire knowledge about a theoretical underpinning of the notion of patriarchy through locating it within the institutions, practices and languages of the colonial powers;
- Learn about women's rights and social positions within colonial structures which resulted in the evolution of feminist thought.

Instructional Strategies

The course will be a combination of lectures and discussions through white board and multimedia. A mixture of learning styles will be used in this class. Most of the times, lectures will be supported by PowerPoint presentations. There will also be assignments, group presentations, assigned readings, and classroom discussions where students will be divided in small groups to share their views.

Course Content

Session 1: Using Gender to Reread Women's History

History has always been written, spoken and read by men. Women's presence and status has not been represented properly in most cases. This introductory session will introduce how and why to use gender as a cross cutting concept to reread history. The participation, representation and underrepresentation of women from the history will also be discussed in this section.

No of classes: 3 classes

References:

Required Readings:

1. Shepard, A., & Walker, G. (2008). Gender, change and periodisation. *Gender & History*, 20(3), 453-462.
2. Wiesner-Hanks, M. E. (2011). Crossing borders in transnational gender history. *Journal of Global History*, 6(3), 357-379.
3. Kelly-Gadol, J. (1976). The social relation of the sexes: Methodological implications of women's history. *Signs*, 1(4), 809-823.
4. Bock, G. (1989). Women's history and gender history: aspects of an international debate. *Gender & History*, 1(1), 7-30.
5. Tilly, L. A. (1987). Women's history and family history: fruitful collaboration or missed connection? *Journal of Family History*, 12(1), 303-315.

Recommended Readings:

1. Hannam, J. (2008). *Women's history, feminist history*. Making history – institute of historical research.
2. Scott, J. W. (2007). Gender as a useful category of historical analysis. In *Culture, society and sexuality* (pp. 77-97). Routledge.
3. Boydston, J. (2008). Gender as a question of historical analysis. *Gender & History*, 20(3), 558-583.

Session 2: Introduction and History of Colonization around the World

The session introduces the history of colonization around the world. In doing so, it focuses on the definition of colonialism and theorizing colonial cultures.

No of classes: 2 classes

References:**Required Readings:**

1. Colonialism, Wikipedia, retrieved from: <http://en.wikipedia.org/wiki/Colonialism>
2. Williams, P. and Chrisman, L. (1994). *Colonial discourse and postcolonial theory: A reader*. USA: Columbia University Press. [Chapter: Theorizing Colonial Cultures].

Recommended Readings:

1. Loomba, A. (1998). Situating colonial and post-colonial studies. In: A. Loomba. *Colonialism/Postcolonialism*. UK: Routledge
2. Fanon, F. (1986). *Black Skin, White Masks*. Pluto Press

Session 3: Feminism and Colonialism

The session will introduce the main themes: conceptualizing colonialism and gender, and feminism; women under colonial rule: creating the 'other'.

No of classes: 4 classes

References:

Required Readings:

1. Said, W. E. (1978). *Orientalism*. USA. Vintage Book Edition.
2. Sangari, K. and Vaid, S. (Eds). (1989). Introduction. In: K. Sangari and S. Vaid(Eds), *Recasting women: Essays in colonial history*. New Delhi: Kali for Women.[pp 1-26]
3. ChakravortySpivak, G. (1999). *A Critique of Postcolonial Reason: Toward a History of the Vanishing Present*. USA: Harvard University Press.
4. Jones, E.C. (1998). *Joyce: Feminism / Post / Colonialism*. (European Joyce Studies 8). New York: Rodopi.
5. Judith, B. (1989). Feminism and history. *Gender and History*, 1, 251-272.

Recommended Readings:

1. Feminism and post-colonialism, The Imperial Archive. Retrieved from:<http://www.qub.ac.uk/schools/SchoolofEnglish/imperial/key-concepts/feminismand-postcolonialism.htm>

Session 4: Colonial India and Women's Position

The session will focus particularly on the history of colonization of the Indian subcontinent. The condition and social status of women will be discussed as well.

No of classes: 2 classes

References:

Required Readings:

1. South Asian History: Colonial India, U C Berkeley Library, Retrieved from: http://www.lib.berkeley.edu/SSEAL/SouthAsia/india_colonial.html

Recommended Readings:

1. Chaube, S. (1996). Chapter II: Colonialism in India. In: S. Chaube, *Colonialism.Freedom Struggle and Nationalism in India (ERES)*.

Session 5: Colonialism, Culture and Women

The session will discuss colonialism exploring its impact on women's lives (social and cultural) from local and national perspectives. This session will also look into the stereotyping tradition i.e. purdah and sati.

No of classes: 4 classes

References:

Required Readings:

1. Loomba, A. (1998). Constructing racial and cultural differences. In: A. Loomba, *Colonialism/Postcolonialism* UK: Routledge. [pp 104-122].
2. Bhabha, H.K. (1994). Introduction. In: H.K. Bhabha, *The location of culture*. UK: Routledge. [pp 1-18].
3. Loomba, A. (1998). Hybridity. In: A. Loomba, *Colonialism/Postcolonialism* UK:Routledge. [pp 173-183].
4. Bannnerji, H. (2001). Introduction. In: H. Bannnerji, *Inventing subjects: Studies in hegemony, patriarchy and colonialism*. New Delhi: Tulika. (pp 1-17].
5. Bhabha, H.K. (1994). The other question: Stereotype, discrimination and the discourse of colonialism. In: H.K. Bhabha, *The location of Culture*. UK: Routledge. [pp 66-84].

Recommended Readings:

1. Bannnerji, H. (2001). Attired in virtue: Discourse on shame (lajja) and clothing of the gentlewoman (bhadramohila) in Colonial Bengal. In: H. Bannnerji, *Inventing subjects: Studies in hegemony, patriarchy and colonialism*. New Delhi: Tulika. [p 99-134].
2. Loomba, A. (1998). Gender, sexuality and colonial discourse. In: A. Loomba, *Colonialism/Postcolonialism*. UK: Routledge. [pp 152-172]
3. Ranjan, S. R. (1993). The subject of Sati. In: T. Niranjana, P. Sudhir, V.Dhareshwar (Eds), *Interrogating modernity: Culture and colonialism in India*. India: Seagull. (pp 291-318].
4. Engles, D. (1999). *Beyond purdah? Women in Bengal, 1890-1930*. London: Oxford University Press.
5. Yegenoglu, M. (1998). Veiled fantasies: Cultural and sexual differences in the oriental discourse. In: M. Yegenoglu, *Colonial fantasies: Towards a feminist reading of Orientalism*, Cambridge University Press. (pp 39-67].

Session 6: Nationalism, Colonialism and Women

This session will focus on the issue of nationalism from a gender perspective. Women's role during peoples' movement or anti-colonial movements will be discussed as well.

No of classes: 3 classes

References:

Required Readings:

1. Loomba, A. (1998). Feminism, nationalism, postcolonialism. In: A. Loomba, *Colonialism/Postcolonialism*. UK: Routledge. [pp 215-230].
2. Butalia, U. (1998). *The other side of silence: Voices from the partition of India*. New Delhi, India: Viking Books.
3. Guha, R. (1997). *Subaltern Studies Reader, 1986-1995*. Minneapolis: University of Minnesota Press.
4. Chatterjee, P. (1989). Colonialism, nationalism, and colonized women: The contest in India. *American Ethnologist* 16 (4): 622-633.

Recommended Readings:

1. Yegenoglu, M. (1998). The Battle of the veil: Women between orientalism and *In: M. Yegenoglu, Colonial fantasies: Towards a feminist reading of Orientalism*. London: Cambridge University Press. (pp 121-144).
2. ChakravortySpivak, G. (1994). Can The Subaltern Speak? In: P. Williams and L. Chrisman, *Colonial discourse and postcolonial theory: A reader*. USA: Columbia University Press.
3. Loomba, A. (1998). Can the Subaltern Speak. In: A. Loomba, *Colonialism/Postcolonialism*, UK: Routledge. [pp 231-244].
4. Kannabiran, V. and Lalitha, K. (1989). The magic time: Women in Telegana struggle. In: K. Sangari and S. Vaid (Eds.), *Recasting women: Essays in Indian colonial history*. India: Kali for Women. [pp 180-203].

Session 7: History of Bengali Women: Colonial India to Independent Bangladesh

This section will focus the contributions and participation of Bengali women from the colonial period to making Bangladesh as an independent nation.

No of classes: 3 classes

References:

Required Readings:

1. Ray, B. (1991). Women of Bengal: Transformation in ideas and ideals, 1900-1947. *Social Scientist*, 3-23.
2. Chatterjee, P. (1989). Colonialism, nationalism, and colonialized women: The contest in India. *American ethnologist*, 16(4), 622-633.
3. Kabeer, N. (1991). The quest for national identity: Women, Islam and the state in Bangladesh. *Feminist Review*, 37(1), 38-58.

4. Ray, B. (1991). Women of Bengal: Transformation in ideas and ideals, 1900-1947. *Social Scientist*, 3-23.

Recommended Readings:

Will be suggested by the instructor.

Session 8: Modernization and Marginalization of Women in Contemporary World

The session will focus on colonialism and its impact on women's lives and the economic consequences in the context of the contemporary world.

No of classes: 2 classes

References:

Required Readings:

1. Niranjana, T., Sudhir, P. & Dhareshwar, V. (Eds.). (1993). *Interrogating modernity: Culture and colonialism in India*. India: Seagull. [Introduction: pp 1-8].

Recommended Readings:

1. Bannerji, N. (1990). Working women in colonial Bengal: Modernization and marginalization. In: K. Sangari and S. Vaid (Eds.), *Recasting women: Essays in Indian colonial history*. London: Rutgers University Press.

WGS 403: Gender, Inequality and Differences

Course Credit: 4

Learning Objectives

Students will be acquainted with:

- The conceptual tools in understanding gender, inequalities and differences that are created in society, structures of gender, classes, interest groups, their inter-relations,
- Inequality and difference through feminist lens,
- Intersectionality as the key characteristics of Third World Feminism,
- Different forms of inequality in Asia and others parts of the world,
- The patterns of socio-economic-cultural-ethnic segregation, their consequences and the impact on men and women.

Course Description

This course examines gender as a set of social relations and as a system of social inequality. Students understand how gender inequality is built into the structure of societies, how people actively construct the system of gender relations in an everyday life, and how gender inequality interacts with other forms of social inequality. Class, caste, ethnicity, disability, alternative sexual behaviour, and sexuality will be discussed and analyzed. The course also attempts theorizing inequality from a feminist perspective. Intersectionality is the key characteristics of Third world feminism and the course will highlight this aspect as the inevitable criteria of marginalization and difference at the global level with particular emphasis on Third world feminism and other forms of inequality i.e. black feminism, the Dalit issue in India and Nepal, the minority issue in Bangladesh etc.

Course Outline

Section 1: Introduction and Rethinking Difference

The section briefly recapitulates concepts of class, race, ethnicity, caste and the Dalit issue. It looks into divisions of labour and social differentiation, categorization, identity and group building with particular impact on gender, race, ethnicity, class and culture.

Required Readings:

1. Fenstermaker, S. & West, C. (2002). Doing Differences. In: S. Fenstermaker and C. West. *Doing Gender, Doing Difference: Inequality, power and institutional change*. UK: Routledge. [pp. 25 - 40 and 55 – 80].
2. Bujra, J. (2000). Diversity in pre-capitalist societies. In: T. Allen and A. Thomas (Eds.), *Poverty and Development into the 21st century*. London: Oxford University Press. [pp. 219-240]
3. Monk, R. (1996). *Taking Sides: Clashing views on controversial issues in race and ethnicity*. USA: Dushkin Publishing Group. [Chapters: *Policies and inequalities*, pp. 249 - 271]
4. Cooper, D. (2004). Diversity through equality. In: D. Cooper. *Challenging Diversity: Rethinking equality and the value of difference*. UK: Cambridge University Press. [pp. 191 – 207]

Recommended Readings:

1. Fenstermaker, S. and West, C. (2002). Doing gender. In: S. Fenstermaker and C. West. *Doing gender, doing difference: Inequality, power and institutional change*. UK: Routledge. [pp. 1 - 24].
2. Bottero, W and Irwin, S. (2003). Locating difference: Class, race and gender, and the shaping of social inequalities. *Sociological Review* 51 (4): 463-483
3. Hekman, S. (1999). *The Future of differences: Truths and methods in feminist theory*. UK. Polity. [Chapters: *The problem of difference*, p 1-26; *From Difference to differences: The case of Feminist Standpoint Theory*, p 27-51]
4. Moller Okin, S. (1994). Gender inequality and cultural differences. *Political theory* 22 (1): 5 – 24

Section 2: Theorizing Difference

- a. From Social Science Perspective: Gender in the major theories of social inequality: the functionalist theories – Durkheim; Kingsley Davis; the conflict theories—Marx. The origin of social inequality will be discussed. In doing so, the importance of production relations as a tool for analysis and comparisons among social structures will be focused on. Production relations and their links to models of surplus appropriation and processes of class differentiation will also be discussed. Social inequality and gender in different societies will be examined.

Required Readings:

1. Fenstermaker, S. and West, C. (2002). Doing difference. In: S. Fenstermaker and C. West. *Doing gender, doing difference: Inequality, power and institutional change*. UK: Routledge. [pp. 25 - 40].
2. Fulcher, J. and Scott, J. (2003). Stratification, class and status. In: J. Fulcher and J. Scott. *Sociology*. UK: Oxford University Press [pp. 690-731]
3. Healey, J. (1995). *Race, ethnicity, gender and the class: Sociology of group conflict and chance*. London: Pine Farge Press.

Recommended Readings:

1. Scott, J.W. (1988). Deconstructing equality-versus-difference: or, the uses of poststructuralist theory for feminism. *Feminist Studies* 14 (1) (Spring 1988): 32-50
2. Bernstein, H. (1992). Labour regimes and social change under colonialism. In: B. Crow, M. Thorpe et al. (Eds.), *Survival and change in the Third World*. Cambridge: Polity

- b. From the Feminist Perspective: Post modern feminism: Post-modern feminist analysis will be explored here as a theoretical underpinning in reference to gender, inequality and difference. This section examines the issue of difference with gender as a set of social relations and as a system of social inequality. The section also addresses how gender inequality is built into the structure of societies, how we actively construct the system of gender relations in our daily lives, and how gender inequality interacts with other forms of social inequality.

Required Readings:

1. Butler, J. (1999). *Gender trouble: Feminism and subversion of identity*. UK: Routledge. [Chapters: *Gender: The circular ruins of contemporary debates*, p 11-17, *Gender, complexity and the limits of identification*, p 84-90]

Recommended Readings:

1. Fenstermaker, S. and West, C. (2002). Doing gender. In: S. Fenstermaker and C. West. *Doing gender, doing difference: Inequality, power and institutional change*. UK: Routledge. [pp. 1 - 24].

Section 3: Inequality and Difference: Intersectionality and Issue Based Debates

The section focuses on intersectionality as the key characteristic of Third world feminism. Also marked and unmarked categories such as Black feminism and the social construction of whiteness will be discussed. Contemporary issues and debates pertaining to difference, i.e. the Dalit critique in India, the minority issue in Bangladesh will be highlighted. Debate on personal laws and a uniform civil code as case study will be explored.

Required Readings:

1. Rege, S. (2006). *Writing caste, writing gender: Reading Dalit women's testimonies*. New Delhi: Zubaan.
2. Mohanty, C. T., Russo, A. and Torres, L. (1991). *Third world women and the politics of feminism*. USA. Indiana University Press
3. Davis, A. (1999). *Blues legacies and Black feminism: Gertrude "Ma" Rainey, Bessie Smith, and Billie Holiday*. USA: Vintage book publications.
4. Frankenberg, R. (1993). *White women, race matters: The social construction of whiteness*. USA: University of Minnesota press.
5. Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women. *Journal of Home Economics* 63:521-23.
6. Bilgrami, A., Flavia, A. (et al). (2007). *The crisis of secularism in India*. USA: Duke University Press.

Recommended Reading:

1. Collins, P. (2000). *Black feminist thought: Knowledge, consciousness, and the politics of empowerment*. UK: Routledge.
2. Narayan, U. (1997). *Dislocating cultures: Identities, traditions and third world feminism*. New York: Routledge
3. Grewal, S. (1988). *Charting the journey: Writings by black and third world women*. India: Sheba Feminist

Section 4: Inequality and Difference: The Macro Perspective

This section looks into how differences are created through marginalization at the micro level as well as how differences create inequality. The role of gender in creating differences and inequality at the macro and state level will be discussed.

Required Readings:

1. Young, I.M. (1990). *Justice and politics of differences*, Princeton University Press, USA [Chapter: Marginalization]
2. Cooper, D. (2004). Diversity through equality. In: D. Cooper. *Challenging diversity: Rethinking equality and the value of differences*. UK. Cambridge University Press. [pp 191-207]
3. Moller Okin, S. (1994). Gender inequality and cultural differences. *Political Theory*, 22 (1): pp. 5-24
4. Yuval-Davis, N. (1997). Women, citizenship and difference. *Feminist Review* 57, Autumn 1997.
5. Sharpe, P. and Darcy de Oliviera, R. (1998) *In praise of difference: The emergence of global feminism*. Rutgers University Press [Chapters: Introduction, p 1-8; *The equality trap*, p 39-78]

Recommended Readings:

1. Weedon, C. (1999). Beyond Eurocentricism: Feminism and politics of difference in a global frame. In: C. Weedon. *Feminism, Theory and Politics of Difference*. UK: Blackwell.
2. Bok, G. and James, S. (Ed.) (1992) *Beyond equality and difference*. London: Routledge

WGS 404: Research Methods in Women's Studies

Course Credit: 4

Learning Objectives

Students will be acquainted with:

- A brief overview of different Social Science research methodologies and their application in Women's Studies,
- A particular and detail understanding of quantitative and qualitative research and its implications for feminist research,
- Critical interpretation and dissemination of results including developing research proposals, writing reports, and formats of bibliographic referencing mostly used in feminist researches.

Course Description

Taking from the earlier course on research methodology, the course reviews issues of theory and methodology in social science research. It introduces students to the definition of research and focuses on both qualitative and quantitative research methodologies. It further explores quantitative research methodologies and familiarizes students with the fundamental differences of the two methodologies. In doing so, the course examines such matters as the conducting of research and the critical interpretation and dissemination of results, including a thorough consideration of the way of developing a research proposal, writing reports, and scholarly styles of writing bibliographic references from a feminist perspective. Thus, at the end of this course, the students will become familiar with the language, principles, reasoning and methodologies of both the qualitative and quantitative research methods, its application and dissemination in Women's studies.

Course Outline

Section 1: Introduction to Research Methods in Women's Studies

This section briefly refreshes students with an overview of different research methods in social science (qualitative and quantitative) and basic differences between qualitative

and quantitative research methodologies. Emphasis is also given to make them understand the process through which both of these methodologies can be used in a single research.

The section also includes the following:

- An understanding of feminist research in women's studies,
- How feminist research is different from mainstream research,
- Feminist epistemology.

Required Readings:

1. Sarantakos, S. (2005). *Social research*. New York: Palgrave Macmillan.
2. Sufian, A.J.M. (1998.) *Methods and techniques of social research*. Dhaka: The University Press Limited.

Recommended Readings:

1. Boynton, P.M. (2005). *The research companion: A practical guide for the social and health sciences*. New York: Psychology Press.

Section 2: Quantitative Research in Women's Studies

This section provides students with a thorough understanding of how to conduct a quantitative research in Women Studies. Students will be refreshed with concepts like measurements, variables, scales and indexes and sampling methods along with the following:

- a) Design and execution of research; research design in quantitative research (basic criteria for quantitative research design; structure of quantitative research design; steps in quantitative research design);
- b) Quantitative data analysis; steps of data analysis; presentation of grouped data; graphs; statistical processing; associations; test of significance;
- c) Quantitative research: experiments; survey research.

Required Readings:

1. Sarantakos, S. (2005). *Social research*. New York: Palgrave Macmillan.
2. Sufian, A.J.M. (1998.) *Methods and techniques of social research*. Dhaka: The University Press Limited. [Chapter 3 and 4]
3. Creswell J. W. (2005). *Educational research: Planning, conducting and evaluating quantitative and qualitative research*. NJ, Pearson: Upper Saddle River. [Chapter 10, 11, 12.]

Recommended Readings:

1. Boynton, P.M. (2005). *The research companion: A practical guide for the social and health sciences*. New York: Psychology Press.

Section 3: Qualitative Research in Women's Studies

This section provides students with an overall understanding of the techniques and application of different qualitative research methodologies in women's studies. This section also analyzes the ways data are gathered and processed from the field by using qualitative data analysis processes. In doing so, the section will highlight the following:

- Research design in qualitative research (fixed qualitative research design; flexible qualitative research design); quantitative and qualitative research design; examples of research design,
- Qualitative research: qualitative field research, content analysis, case study, observation, participant observation, analysis of secondary data; evaluation research, interview method, life story method, PRA method etc,
- Qualitative data analysis: the timing of qualitative analysis; varieties of qualitative analysis; grounded theory; analytical induction; construction and deconstruction; data analysis in narrative interviews; data presentation in qualitative research; computer aided data analysis.

Required Readings:

1. Sarantakos, S. 2005. *Social research*. New York. Palgrave Macmillan.
2. Sufian, A.J.M. (1998.) *Methods and techniques of social research*. Dhaka: The University Press Limited. [Chapter 5, 6, and 7]

3. Carr, W. N, Kemmis, S. (1986). *Becoming critical (Selections)*. London: Falmer Press.
4. Denzin. K. N., Lincoln (Ed.). (2005). *The SAGE handbook of qualitative research*. USA: Sage Publications

Recommended Readings:

1. Creswell J. W. (2005). *Educational research: Planning, conducting and evaluating quantitative and qualitative research*. NJ, Pearson: Upper Saddle River. [Chapter 15, 16, 17.]

Section 4: Report Writing, Formatting and Bibliographic Referencing

Students are introduced to the process of writing reports and are given a brief idea of how to write a report once the data analysis process is completed. This includes:

- Ethical requirements of reporting,
- Necessary steps to be included in reporting,
- Different types of reporting ,
- Types of bibliographic referencing (MLA, APA etc),
- Exploring standard bibliographic referencing most commonly used by feminist scholars,
- Formatting of the report,

Required Readings:

1. Sarantakos, S. 2005. *Social research*. New York. Palgrave Macmillan.
2. Boynton, P.M. (2005). *The research companion: A practical guide for the social and health sciences*. New York: Psychology Press. [Chapter 7, 8, 9].

Recommended Readings:

1. Sufian, A.J.M. (1998.) *Methods and techniques of social research*. Dhaka: The University Press Limited.

Section 5: Developing a Research Proposal

This is an applied section that guides students to develop a research proposal based on some agreed topics. Students will be acquainted with different the steps of a standard research proposal i.e. introduction, objective of the research, significance, literature search, theoretical construction of research topic, methodology, time frame and budget.

A mandatory requirement of this course for each student is to come up with a research proposal at the end of the course. Scholarly journals and online resources will be explored to guide the section.

WGS 405: Women in Philosophical Discourse

Course credit: 4

Learning objectives

Students will be acquainted with:

- Central topics in philosophy,.
- An approach to the compatibility and incompatibility of existing philosophies with current feminist thoughts,
- Conceptual analysis and logical reasoning.

Course Description

The course provides the students with a clear and comprehensive introduction to the different concepts and tenets of the discipline. The course is designed to gain an understanding of various philosophical thoughts related to feminist methodology and feminist ethics. Students will also be exposed to the philosophical literature on women, which were written by some great thinkers in the history of philosophy.

Course Outline

Section 1: Introduction

The introductory section covers the following topics:

- (i) The nature and function of philosophy. The literal meaning of philosophy and some analysis of the term;
- (ii) Philosophy and other pursuits: philosophy and commonsense, philosophy and science, and philosophy and religion;
- (iii) The goal of philosophical study; the principle that knowledge is preferable to ignorance; that awareness is of greater value than innocence.

Required Readings:

1. Titus, H. H. (1994). *Living issues in philosophy*. New Delhi: Eurasia Publishing House. Originally published in USA.

Recommended Readings:

1. Hirst, R. J. (Ed.). (1968). *Philosophy: An outline for the intending student*. London: Routledge.
2. Creel, R. E. (2001). *Thinking philosophically*. Oxford: Blackwell.

Section 2: The Philosophy of the Mind

This section covers the following points:

- (i) The nature of a person, alternative feminist personhood, personal identity, the notions of body and mind, the problem of other minds,
- (ii) The very name 'philosophy of mind', which indicates predominance to what is mental, because of which feminists often prefer to call it philosophical psychology,.
- (iii) Philosophers give greater value to the mind in order to identify mind with man and body with woman; women are devalued here. The approach adopted by the feminist thinkers focus on the philosophy of the mind, which leads to valuing women,
- (iv) Two points made by Beauvoir in her *The Second Sex* will be discussed: the body is not a natural fact but an historical idea, and one is not born but rather becomes a woman.

Required Readings:

1. Card, C. (Ed.). (2003). *The Cambridge companion to Simone De Beauvoir*. Cambridge: Cambridge University Press.
2. Glover, J. (Ed.). (1980). *The philosophy of mind*. Oxford: Oxford University Press.

Recommended Readings

1. Garry, A. and Pearsall, M. (Eds.). (1992). *Women, knowledge and reality*. New York: Routledge.

Section 3: Women, Self-respect and Autonomy

This section covers rationalistic and empirical philosophical theories regarding self-respect and autonomy. The objective of this section is also to make clear the feminist conceptions of self-respect and autonomy.

Required Readings:

1. Dillon, R. S. (Ed.). (1995). *Dignity, character and self-respect*. New York: Routledge.

Recommended Readings:

1. Alcoff, I. L. and Potter, E. (1993). *Feminist epistemologies*. London: Routledge.
2. Singh, S. (1997). *Feminism: Theory, criticism, analysis*. Delhi, India: Pencraft International.

Section 4: The Gendered Nature of Philosophy

This section focuses on the historical progress of feminism in the philosophical literatures of Pythagoras, Plato and J. S. Mill.

Required Readings:

1. Davies and Voughan (translated). (1950). *The republic of Plato by Plato*. London: Macmillan Press.
2. Mill, J. S. (1983). *The subjection of women*. Denmark: Wordsworth publications.
3. Gatens, M. (1991). *Feminism and philosophy*. Oxford: Oxford University Press.
4. Russell, B. (1965). *History of western philosophy*. London: Allen and Unwin.

Recommended Readings

1. Scruton, R. (2005). *A short history of modern philosophy*. London: Routledge.

Section 5: Methodological Issues: Positivism

This section includes discussions on different methodologies used in the field of philosophy, science and social studies, viz., inductivism, conventionalism, positivism and heuristics. Particular emphasis is given to positivism, which explains universalism and objectivism as the criteria of justified knowledge.

Students' attention will be drawn to the fundamental questions feminist philosophers raise about the philosophical method, viz., (i) the extent to which philosophical methods ignore, make obscure or deny the experiences of women; (ii) whether or not the methods of philosophy are compatible with the methods of feminist theory and feminism.

Required Readings:

1. Lakatos, I. (1992). *The methodology of scientific research programmes*. London: Cambridge University Press.
2. Ayer, A. J. (Ed.). (1966). *Logical positivism*. New York: The Free Press.
3. Moulton, J. (1992). A paradigm of philosophy: The adversary method. In: A. Garry and M. Pearsall (Ed.). *Women, knowledge and reality*. New York: Routledge. [pp. 5 - 20].
4. Sherwin, S. (1992). *Philosophical methodology and feminist methodology: Are they compatible?*. In A. Garry and M. Pearsall (Ed.), *Women, knowledge and reality*. New York: Routledge. [pp. 21 – 35].

Recommended Readings:

1. Ramazanoglu, C. (Ed.). (2002). *Feminist methodology - Challenges and Choices*. London: Sage Publications. [pp. 1 – 59].
2. Alcoff, I. L. & Potter, E. (1993). *Feminist epistemologies*. London: Routledge.

Section 6: The Source, Object and Extent of Knowledge

This section covers the following theories regarding the question: what are the primary sources of our knowledge? – (i) Authoritarianism; (ii) Rationalism – Descartes, Kant and Hegel.

A number of epistemological questions concentrating on theories of perception will be examined here through the gender lens. Such theories are commonsense realism (that things exist in the physical world), skepticism (that we can never know anything for

certain), representative realism (that perception is a result of consciousness of inner representations of the external world), existentialism (existence precedes essence) and phenomenology (knowledge of consciousness and knowledge of the external world).

Required Readings:

1. Beauvoir, Simone de. (1964). *The ethics of ambiguity*. New York: Citadel Press.
2. Warburton, N. (2004). *Philosophy: The basics*. London: Routledge.

Recommended Readings:

1. Matin, A. (2006). *An outline of philosophy*. Dhaka: Adhuna Prokashoni.

Section 7: Moral Philosophy and Feminist Ethics

This section discusses different key concepts of morality – concepts such as right, good, duty, obligation and theories, such as Kantian deontology and ethical relativism through the gender lens. This section also covers Gilligan's feminist ethics explaining women's experience and responsibilities as against existing positivistic moralism.

Required Readings:

1. Warburton, N. (2004). *Philosophy: The basics*. London: Routledge.
2. Gilligan, C. (1993). *In a different voice: Psychological theory and women's development*. Cambridge: Harvard University Press.

Recommended Readings:

1. Singer, P. (Ed.). (1994). *A companion to ethics*. Oxford: Blackwell.
2. Meyers, D. T. (Ed.). (1997). *Feminist social thought: A reader*. New York: Routledge.

WGS 406: Women, Environment and Natural Resource Management

Course Credit: 4

Learning Objectives

Students will be acquainted with:

- The complex and shifting relationship between women and the environment,
- The ways gender relations – individually, in the family and in the community – affect the natural environment and how environmental issues have a differential impact on women and men,
- The role of women as nurturers of the environment,
- Critical understanding of the adverse impact of environmental degradation on the lives and livelihoods of women.

Course Description

The course examines the meaning, definition and types of environment as well as the significance of studying gender in the context of environment. It will reveal the intimate relationship between women and nature, focusing on the concept of ecological feminism. The section evaluates the role of women in the environment as producers, consumers and managers. It focuses on women and population debates especially debates on overpopulation and the impact on women's reproductive health. It analyses the effects of environmental degradations on women: Women's Action Agenda 21, UN Conference on Environment and Development in Rio and Implementation of Beijing Platform for Action. The course analyses relevant issues i.e. women's basic need attainments, their vulnerability to various natural and man-made disasters, effects of industrialization and urbanization from national and global perspectives.

Course Outline

Section 1: Introduction: Concepts and Major Approaches

The section provides an overview of the course content, fundamental concepts of the environment and the major approaches that will be covered in the course. Discussion will also cover debate on Eco-feminism.

Required Readings:

1. Mukherjee, S. (2000). *Refreshers course in environmental studies*. Calcutta: Levant Books. [pp. 1 – 34].
2. Rodda, A. (1991). *Women and the environment*. London and New Jersey: Zed Books Ltd. [pp. 1 – 8].
3. Mies, M. and Shiva, V. (1993). *Ecofeminism*. London: Zed books Limited.

Recommended Readings:

1. Shiva, V. (Ed). (1993). *Close to home: Women reconnect ecology, health and development*. . London: Earthscan Publications Ltd. [pp. 1-9]
2. Hassan, S. (1995). Environment, development, women: An overview. In: R. Jahan, et al. (Eds.). *Environment and development: Gender perspective*. Dhaka: Women for Women. [pp.1 – 11].

Section 2: The Role of the Women in the Environment

In this section the role of women as producer, consumer and managers of the environment is examined. The section reveals the role of women as the users of the environment through evaluating their contribution as food, fuel, water and fodder collectors and their contribution as producers and managers of their environment.

Required Readings:

1. Rodda, A. (1991). *Women and the environment*. London and New Jersey: Zed Books Ltd. [pp. 47-78 & 99-124].

Recommended Readings:

1. Haider, R. (1995). *A perspective in development- gender focus*. Dhaka: University Press Ltd. [pp. 125-131].

Section 3: The Effects of Environmental Degradation on Women

This section focuses on the effect of different forms of environmental degradation on women in both rural and urban settings.

Required Readings:

1. Rodda, A. (1991). *Women and the environment*. London and New Jersey: Zed Books Ltd. [pp. 81-98].
2. Haider, R. (1995). *A perspective in development- gender focus*. Dhaka: University Press Ltd. [pp. 94-121].
2. Buckingham-Hatfield, S. (2000) *Gender and environment*. London and New York: Routledge.

Recommended Readings

1. Huq-Hussain., S., Khan, A.U., and Momsen, J. (2006). *Gender atlas of Bangladesh* Dhaka: Geographical Solutions Research Center. [pp. 95-107].
2. The World Bank and Bangladesh Centre for Advanced Studies. (1999). *Bangladesh 2020: A long-run perspective study, Bangladesh development series*. Dhaka: The University Press Limited. [pp. 57-74]
3. Ahsan, R. M. and Khatun, H. (2004) *Disaster and the silent gender: Contemporary studies in Geography*. Dhaka: Bangladesh Geographical Society.

Section 4: Basic Need Status of Bangladeshi women and Their Vulnerability: Response and Reactions to Specific Environmental Problems

The section focuses on the health and nutrition, shelter, education and employment status of Bangladeshi women living in urban and rural environments in order to reveal their vulnerability in comparison to their male counterparts. The risk and vulnerability of these women to some selected major natural and man-made environmental problems, disasters (drought, flood, earthquake, tsunami, cyclone) and accidents due to State policy/experiments interventions (Magurchara gas exploration, the Kansat case, LawaChara Forest, Chevron, eco park and tourism in the context of Bangladesh) will be discussed as case studies. In this connection, women's vulnerability, coping strategies, reaction and responses will be discussed.

Required Readings:

1. Haider, R. (1995). *A perspective in development- gender focus*. Dhaka: University Press Ltd. [pp. 94-121].

2. Shamim, I. (1995). Women and environmental disasters: Riverine erosion and displaced women as managers. In R. Jahan et al. (Eds.), *Environment and Development: Gender Perspective*. Dhaka: Women for Women [pp. 45-58]
3. Haider, R. (1991). Natural disaster, environment and vulnerability of women in Bangladesh. *Oriental Geographer*. 35 (1&2)

Recommended Readings:

1. Newman, P. (1993). Killing legally with toxic waste: Women and the environment in the United States. In: V. Shiva (Ed.), *Close to home: Women reconnect ecology, health and development*. London: Earthscan Publications Ltd. [pp. 43-59]

Section 5: Issues and Movements on Environment: Gender Perspective

The section discusses theoretical framework on women and environment: Ecofeminism and debates. Experiences of Himachal Pradesh, Chipko Movements etc will be brought into focus.

Required Readings:

1. Radford Ruether, R. (ed). (1996). *Women healing earth: Third World women on ecology, Feminism, and religion*. Dhaka: University Press Ltd. [pp. 94 -121].
2. Dankelman, I. and Davidson, J. (1988). *Women and environment in the third world*. London: Earthscan Publications.
3. Shiva, V. (1989). *Staying alive: Women, ecology and development*. London and New Jersey: Zed Books Ltd.

Recommended Readings:

1. Sontheimer, S. (Ed.). (1991). *Women and the environment: A reader : Crisis and development in the Third World*. London: Earthscan Publications.

Section 6: Overview of the UN and Other National and International Conferences

This section presents an overview of the UN and other national and international conferences on Environment and Development: the Conference at Rio, women's Action Agenda 21 and implementation of Beijing Platform for Action etc.

Required Readings:

1. Ahmad, N. (1995). The United Nations conference on environment and development (UNCED), Rio de Janeiro, 1992: An evaluation. In: R. Jahan et al. (Eds.), *Environment and development: Gender perspective*. Dhaka: Women for Women. [pp. 1-11].

Recommended Readings:

Will be provided by the course teacher, if any.

Additional Reading List:

1. Buckingham-Hatfield, S. (2000) *Gender and environment*. London and New York: Rutledge.
2. Ahsan, R. M. and Khatun, H. (2004) *Disaster and the silent gender: Contemporary studies in Geography*. Dhaka: Bangladesh Geographical Society.

WGS 407 : Monograph

Course Credit: 4

Students are required to write a monograph based on primary or secondary research on their particular areas of interest related to women and gender studies. At the beginning of the semester, students need to submit a short research proposal to the Department of Women and Gender Studies. The proposal should not exceed five pages and has to be signed by the proposed supervisor. Students are responsible to arrange their supervisor in mutual agreement. To facilitate their work on the monograph, Students will receive methodological guidelines from their respective course teacher of the course WGS 404: *Research methods in Women's Studies* of the previous semester. A standard monograph should be of no less than 5000 words. The written monograph is followed by a viva voce examination. The written monograph comprises seventy percent and viva comprises thirty percent marks. Department will announce the schedule and deadline of submission if and when required.

WGS 408: Comprehensive

Course Credit: 4

Students are required to sit for a comprehensive examination during the fourth year eight semester final examination. The comprehensive examination covers areas taught during the honors level ranging from first year to the final year. The written comprehensive is followed by a viva voce examination. The comprehensive questions paper follows the standard pattern. The written comprehensive examination comprises fifty percent and viva voce comprises another fifty percent marks.